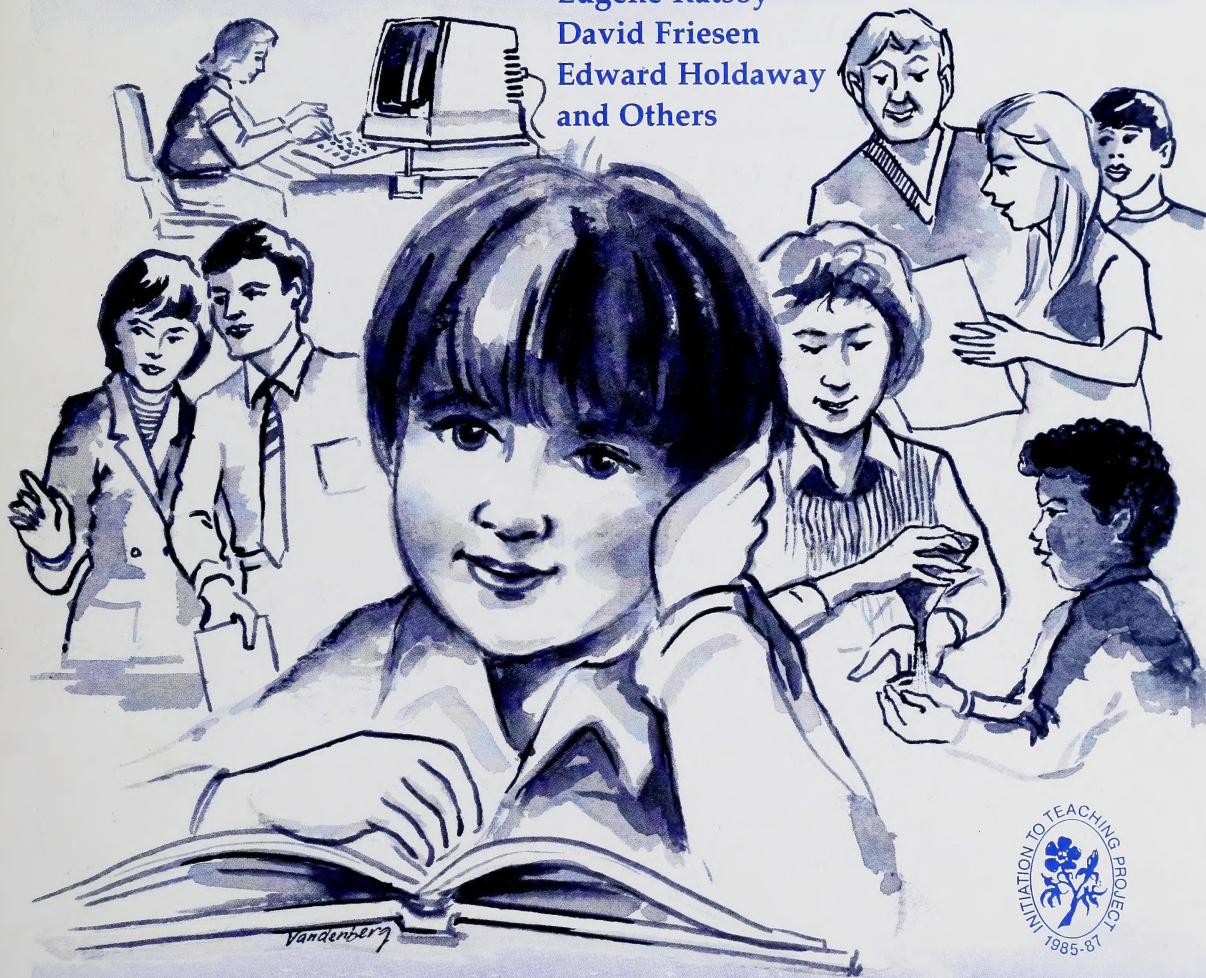


72.2.1788-44

Evaluation of the Initiation to Teaching Project

Eugene Ratsoy
David Friesen
Edward Holdaway
and Others



Alberta
EDUCATION

Technical Report Vol. 1

PLEASE NOTE

THE VIEWS AND RECOMMENDATIONS EXPRESSED IN THIS REPORT
ARE THOSE OF THE RESEARCHERS AND NOT NECESSARILY
THOSE OF THE DEPARTMENT OF EDUCATION

EVALUATION OF THE INITIATION TO TEACHING PROJECT

TECHNICAL REPORT

VOLUME 1

Principal Investigators

Eugene Ratsoy	Project Director University of Alberta
David Friesen	University of Alberta
Edward Holdaway	University of Alberta

Associate Investigators

Chester Bumbarger	University of Alberta
France Levasseur-Ouimet	University of Alberta
Allister MacKay	University of Alberta
Claudette Tardif	University of Alberta
Alice Boberg	University of Calgary
Taylor Johnson	University of Calgary
Wally Unruh	University of Calgary
Myrna Greene	University of Lethbridge
Frank Sovka	University of Lethbridge

Under Contract to Alberta Education, Edmonton, Alberta

May 1987

Digitized by the Internet Archive
in 2015

ACKNOWLEDGEMENTS

Members of the research team are grateful for the cooperation they received from numerous individuals and organizations throughout the two-year period of the evaluation of Alberta's Initiation to Teaching Project.

In particular, some 6,000 educators in Alberta participated in the evaluation by completing questionnaires, participating in interviews, offering helpful suggestions or being involved in classroom observations. Among the respondents were deans, professors and students in Faculties of Education and Faculte Saint-Jean at the Universities of Alberta, Calgary, and Lethbridge; Alberta school superintendents; principals, teachers, supervising teachers and interns at participating Alberta public, separate, private and Early Childhood Services schools; executive officers and elected officials of the Alberta Catholic School Trustees' Association, the Alberta Teachers' Association, the Alberta School Trustees' Association, the Conference of Alberta School Superintendents, the Council of Catholic School Superintendents of Alberta and the Federation of Alberta Home and School Associations; selected representatives of professional associations in Alberta; and members of Regional Offices of Alberta Education.

Several individuals merit mention for their central involvement in the project and its evaluation. These include Dr. Reno Bosetti, Deputy Minister, Alberta Education; Dr. Al Craig, Deputy Minister, Alberta Career Development and Employment; Dr. Henry Kolesar, former Deputy Minister, Alberta Advanced Education; Mr. David King, former Alberta Minister of Education; and Dr. Myer Horowitz, President, University of Alberta.

Among those whom we wish to acknowledge are the members of the Steering Committee of the Initiation to Teaching Project as well as the alternates who represented them at some of the meetings. We thank them for their helpful suggestions. The members and the associations they represent are as follows:

Dr. Melvin Fenske, Steering Committee Chairman, Alberta Education
Ms. Jenny Bain, Alberta Career Development and Employment
Dr. Jean-Antoine Bour, University of Alberta
Dr. Julius Buski, Alberta Teachers' Association
Mr. Dale Erickson, Alberta School Trustees' Association
Mr. Gary Kiernan, Conference of Alberta School Superintendents

Dr. John Oster, University of Alberta
Mr. Ken Penner, Association of Independent Schools and Colleges
Ms. Victoria Powluk, Student Representative, University of Alberta
Dr. Nancy Sheehan and Dr. Frank Oliva, University of Calgary
Mr. Andy Stojak, Alberta Advanced Education.

Special mention is made of three individuals who were centrally involved in the study. We express our thanks for the sincere interest, helpful support and advice provided by the members of the technical advisory committee: Dr. Tom Gee, Director of the Initiation to Teaching Project, Dr. Clarence Rhodes, 1985-86 representative on the technical advisory committee, and Dr. Nelly McEwen, 1986-87 representative on this committee.

Mr. Neil Johnson, Ph.D. student in Educational Administration at the University of Alberta, provided valuable research assistance in preparing a draft of the literature review about internships in education and other professions. In addition, he provided valuable editorial assistance with the final reports. The research team wishes to record its appreciation for these contributions.

For agreeing at short notice to participate in the training sessions and data collection associated with the classroom observation phase, we are grateful to Mrs. Barbara Baer Pillay, Mr. Carl Berdahl, Dr. Cathy Campbell, Mrs. Lois Duke, Dr. Darlene Elliott, Mrs. Linda Elliott, Mr. John Fisher, Dr. Mel Fisher, Mr. Paul Hawryluk, Mrs. Wenda Fraser-Housego, Mrs. Susan Hancock, Mr. Blair Hanna, Mr. Ed Mickelson, Dr. Allan Montgomery, Mr. Jack Ricord, Dr. Ottolene Ricord and Dr. Lloyd Steier.

For assistance with data transfer and analysis we express sincere thanks to Mrs. Christiane Prokop, Programmer/Analyst in the Department of Educational Administration at the University of Alberta. Finally, for administering detailed aspects of the study over the two-year period at the University of Alberta's Department of Educational Administration, including financial management and word processing, we are extremely grateful to Mrs. Margaret Voice.

ABSTRACT OF THE FINAL REPORT

In September 1985 a large-scale teacher internship project was implemented in schools in Alberta. During each of the 1985-86 and 1986-87 school years, this Initiation to Teaching Project provided nearly 900 recent graduates of university teacher preparation programs with employment as interns. Funding was provided by Alberta Education, Alberta Career Development and Employment, and school systems. The general purposes of this two-year program were to provide employment in teaching for recently graduated teachers who might otherwise be unemployed or underemployed, and to assess the utility of a year-long program in which the transition from university student to full-time teacher was undertaken more gradually and with more professional assistance than is usually the case with beginning teachers.

The Alberta Initiation to Teaching Project was evaluated extensively by a research team of 12 professors from the Universities of Alberta, Calgary and Lethbridge. This evaluation consisted of many elements: a literature review; the collection of information about internships in other professions; interviews with professors, in-school staff members and representatives of major educational organizations; questionnaires completed by professors, senior education students, beginning teachers, interns, supervising teachers, principals and superintendents; observation and coding of the teaching behavior of beginning teachers and interns; reports by superintendents and by consultants in regional offices of education; and analysis and assessment of this large volume of information. Recommendations for improving the program in its second year were made in June 1986; recommendations for future development of the teacher internship are made in the final evaluation report.

The evaluation revealed that the internship year facilitates the student-to-teacher transition. The numerous positive features and the strong support for the continuation of an internship program by virtually all major educational groups far outweighed the several negative features. Direct benefits, usually not available to beginning teachers, were experienced by interns. Benefits also accrued to supervising teachers, to students and to the schools in which the interns were employed.

The respondent groups expressed overall support for the four specific purposes of the internship program: the refinement of teaching skills of interns, the assessment of the interns' suitability for placement, the development of professional relationships by interns, and the further development of professional skills of supervising teachers.

The review of practices in other countries and other professions revealed strong support in many Western countries for the introduction of a structured and well-planned entry year for beginning teachers to replace the typical "quick-immersion, sink-or-swim" approach to induction with its many negative consequences. Most professions have an introductory period and have found it to be beneficial for their interns, their profession and their clients.

Based on the evaluation of the 1985-87 Alberta Initiation to Teaching Project, the literature and research on teacher induction, and the experience of other professions, the following course of action is strongly recommended:

That, by September 1990, every beginning teacher--that is, one who has completed the university teacher preparation program and has never been employed on a regular, full-time contract--be required to complete successfully an approved internship, to be known as a "Teacher Residency Program" for "Resident Teachers." The program would have these central features:

1. length of residency to be an entire school year;
2. programs for resident teachers to be developed by each school jurisdiction in accordance with provincial regulations and guidelines;
3. resident teachers to be employed only in schools which are approved on the basis of their ability to offer suitable programs for resident teachers;
4. emphasis to be placed upon effective teaching and classroom management;
5. supplementary experiences to be organized to allow the resident teacher to become familiar with the teacher's role, the operations of a school throughout the year, and student development during a school year;
6. teaching load to be substantially less than that of a full-time teacher at the beginning of the school year but to increase during the year;

7. supportive supervision with emphasis on formative evaluation and regular feedback to be provided by a trained team of support teachers, one of whom should be designated "Residency Advisor";
8. privileges enjoyed by other teachers to be extended also to resident teachers with respect to benefits, certification and re-employment, except that their salary should be in the order of four-fifths of that of beginning teachers; and
9. a "Teacher Residency Board" to be established as an independent authority with responsibility for designing the program, for developing regulations and guidelines, for approving schools in which resident teachers may be employed, for developing evaluation criteria and standards for successful completion of the Teacher Residency Program, and for overall direction and monitoring of the program; this board would be composed of representatives of the major educational organizations in the province.

In recognition of the need for extensive consultation and planning prior to the implementation of the proposed mandatory Teacher Residency Program in September 1990, the following interim measures are recommended:

That, by September 1988, every beginning teacher be required to participate in a year-long induction program that provides for a reduced teaching load and appropriate, skilled supervision; this would serve as a phasing-in period for the Teacher Residency Program described in the major recommendation.

That, during the two-year period 1988-90, regulations and guidelines be developed for the Teacher Residency Program based on the findings of this study and on the experience with the beginning teacher induction program.

To implement the major recommendation and the proposed interim measures, additional resources would be required to provide release time for resident teachers, support teachers and resource personnel, and to finance in-service activities for these three categories of personnel. In view of the benefits to all parties involved, the sources and amounts of these additional resources should be jointly determined by the major educational organizations in the province.

Alberta has a history of leadership in educational innovation. Another initiative, this time in teacher preparation, is now needed. The introduction of the Teacher Residency Program would enable teaching to join other professions in requiring a properly organized transitional experience for the graduates of its university preparation programs, thereby facilitating their entry into full-time professional practice. Adoption of the measures proposed would be in keeping with current views on teacher preparation and should enhance the provision of education throughout Alberta.

TABLE OF CONTENTS*

Chapter		Page
1	INTRODUCTION TO THE TECHNICAL REPORT	1
2	INTERNSHIPS IN TEACHING AND OTHER PROFESSIONS	11
3	INTERNSHIPS IN OTHER PROFESSIONS	79
4	INTERVIEWS WITH STAKEHOLDERS	93
5	INTERVIEWS IN SCHOOLS	119
6	INTERVIEWS DURING CLASSROOM OBSERVATIONS . .	215
7	SURVEY OF SUPERINTENDENTS	247
8	SURVEY OF SCHOOL-BASED PERSONNEL	287
9	SURVEYS AND INTERVIEWS OF EDUCATION FACULTY STAFF AND SENIOR STUDENTS	373
10	INTERIM RECOMMENDATIONS BASED ON THE 1985-86 PHASE OF THE INITIATION TO TEACHING PROJECT	429

*Each chapter in this report begins with a detailed Table of Contents and List of Tables.

CHAPTER 1

INTRODUCTION TO THE TECHNICAL REPORT

TABLE OF CONTENTS

	Page
Purposes and Procedures of the Study	5
Objectives of the Initiation to Teaching Project . . .	6
Funding Arrangements for the Initiation to Teaching Project	6
Major Characteristics of the Initiation to Teaching Project	6
Specific Objectives Associated with the Evaluation	7
Evaluation Reports	8
Volume 1	8
Volume 2	8

INTRODUCTION TO THE TECHNICAL REPORT

On the 22 April 1985, the Minister of Education for Alberta announced a two-year \$28,000,000 experiment in the internship for teachers which was entitled the Initiation to Teaching Project. This large-scale pilot endeavor in teacher preparation commenced in September 1985, at a time when the supply of teachers in the Province had substantially outpaced the demand. The lead time from introduction by the Minister of Education to full implementation some four months later was short. Provision was made for placing up to 900 interns each year in Alberta's public, separate, private and Early Childhood Services schools. The actual figures, counting many who served part-year rather than full-year internships, reached 899 in the first year and was 889 on 5 May 1987. Lead time for mounting a comprehensive evaluation of this project was even shorter. Nevertheless, an evaluation component of a scale seldom associated with such programs was built into the project.

Purposes and Procedures of the Study

The multi-faceted study of the two-year Initiation to Teaching Project, commissioned by Alberta Education in October 1985, was conducted by a research team of professors of education from all three Alberta universities which grant Education degrees: the University of Alberta, including Faculté Saint-Jean, the University of Calgary and the University of Lethbridge. In addition, some 18 educators were specially trained to collect classroom data for the study. Over the two-year period, approximately 6,000 individuals provided detailed information for the evaluation.

Data were collected by surveying the extensive literature in this field, by direct observations of interns and beginning teachers in classrooms throughout the Province, and by in-depth interviews both of those involved in the preparation of other professionals and of large samples of individuals participating in or affected by Alberta's teacher internship program. In addition, an even larger number of those directly involved in a variety of ways in this endeavor provided information about or reactions to various aspects of the program by means of questionnaires. Content and statistical analyses of the large amounts of data collected were employed. This permitted the results to be presented in tabular as well as textual form.

Objectives of the Initiation to Teaching Project

A major objective of the Initiation to Teaching Project (ITP) was to facilitate the transition from student to professional teacher by assisting the beginning teacher in acquiring skills, competencies and professional attitudes with the help of capable and experienced teachers and supervisors. Another objective was to provide employment for beginning teachers who could not find teaching positions in a period of teacher oversupply in Alberta.

The official purposes of the ITP were to be attained in a structured and supportive environment providing for the following:

1. refinement of teaching skills;
2. development of professional relationships;
3. assessment of the intern's suitability for placement;
4. assessment of the effectiveness of internship as a means to improve teaching competency; and
5. further development of the professional skills of supervising teachers.

Funding Arrangements for the Initiation to Teaching Project

Funding for the Alberta internship program came from several sources. Alberta Career Development and Employment provided \$7,800 per intern and Alberta Education added \$5,460 and a benefits package of \$750. Employing jurisdictions, including school divisions, counties, public and separate school districts, and private schools, provided \$2,340 for each intern. An additional \$1,000 per intern was made available by Alberta Career Development and Employment for use in financing professional development activities. The salary for a full ten-month internship was set at \$15,600 and this amount was prorated for internships of a shorter duration.

Major Characteristics of the Initiation to Teaching Project

Because the ITP was an experiment in teaching internships, considerable flexibility was permitted in the program. Department of Education guidelines, a Provincial Steering Committee for the project and for its evaluation, and the appointment by Alberta Education of a full-time Director of the Initiation to Teaching Project by Alberta Education helped to achieve some measure of uniformity in

practices throughout Alberta. The guiding characteristics for the project were the following:

- Participation in the ITP was optional for beginning teachers and for employing school jurisdictions.
- Each internship was to be ten months in length and nonrenewable; however, many internships were of shorter duration.
- Interns were not to be employed as substitute teachers, teacher aides or regular teachers.
- Individual school jurisdictions were responsible for recruitment, hiring, placement, induction programs, supervision and evaluation.
- Programs were expected to ensure a gradual increase of teaching responsibility for the intern.
- The supervising teacher was expected to provide supervisory assistance as required.
- A written assessment was to be provided to the intern at the conclusion of the internship.
- A set of Alberta Education guidelines governing various aspects of the internship program was supplied to each participating school jurisdiction.

Specific Objectives Associated with the Evaluation

The evaluation study had two main purposes: (1) to provide a formative evaluation of the Alberta Initiation to Teaching Project in its first year of operation which would serve as the basis for proposing changes for the second year of the project, and (2) to provide a summative evaluation of the entire project and its various components so that a decision to discontinue the project after two years or to give it continuing program status might be made. The second purpose also involved making recommendations for changes in the program.

To achieve these two purposes, four questions concerning each purpose were to be answered. These questions related first, to identifying intentions for the project and recording observations of project activities, in order to provide descriptive information about the internships; and second, assessing the appropriateness of various elements of the project and determining their effectiveness in achieving the intentions, in order to provide judgemental information.

Specifically, the terms of reference for the evaluation of the project proposed two foci for the evaluation: (1) the project outcomes or ends sought in the form of impacts or effects "on interns, participating teachers and administrators as well as on various levels of government and institutions throughout the province"; and (2) the

components which comprise the project, or means employed to accomplish the ends, that is, "the structures and processes developed and employed provincially and locally and the associated conditions, principles and guidelines."

Evaluation Reports

Over the course of two years, numerous meetings of the research team were held to devise detailed plans for the evaluation. The various research strategies involved, as well as the findings of the many study components, are detailed in Volumes 1 and 2 of the Evaluation of the Initiation to Teaching Project: Technical Report, each volume containing 10 chapters and together summarizing 23 interim reports. The contents of the two volumes of the Technical Report are as follows:

Volume 1 (A report of findings primarily from the 1985-86 phase of the evaluation)

- 1 Introduction to the Technical Report
- 2 Internships in Teaching and Other Professions
- 3 Internship Practices in Other Professions
- 4 Interviews with Stakeholders
- 5 Interviews in Schools
- 6 Interviews During Classroom Observations
- 7 Survey of Superintendents
- 8 Survey of School-Based Personnel
- 9 Surveys and Interviews of Faculty of Education Professors and Senior Students
- 10 Interim Recommendations Based on the 1985-86 Phase of the Initiation to Teaching Project

Volume 2 (A report of findings primarily from the 1986-87 phase of the evaluation)

- 1 Introduction to the Technical Report
- 2 Interviews with Stakeholders
- 3 Interviews in Schools
- 4 Interviews During Classroom Observations
- 5 Survey of Superintendents
- 6 Survey of School-Based Personnel
- 7 Survey of Faculty of Education Professors
- 8 Survey of Faculty of Education Senior Students
- 9 Reports from School Jurisdictions
- 10 Classroom Observation Study

Following the first phase of evaluation, but before the end of the first year of the program, a list of recommendations was presented to the Director and the Steering Committee of the Initiation to Teaching Project. These recommendations appear in the final chapter of

Technical Report Volume 1, as well as in the Final Report and the Summary Report.

The first year data, presented mainly in Volume 1 of the Technical Report, although important in their own right, primarily served the purpose of sensitizing the research team to many of the issues involved in the operation of the internship program. The design and foci of the second year's evaluation were developed largely from the findings of the first year of the evaluation. For example, there was a strong emphasis in the second year on various policy matters that were identified in the first year. These policy matters are explored primarily in Technical Report Volume 2. The longitudinal classroom study, mentioned early in this chapter, spanned both years of the study. The report on it also appears in Technical Report Volume 2.

The Technical Report and the interim reports on which it is based served as the data sources for the report entitled, Evaluation of the Initiation to Teaching Project: Final Report. The Final Report, in addition to summarizing this large-scale study and its findings, also presents recommendations based on the two-year evaluation. A shortened version, prepared for wider distribution, is entitled Evaluation of the Initiation to Teaching Project: Summary Report.

CHAPTER 2

INTERNSHIPS IN TEACHING AND OTHER PROFESSIONS

TABLE OF CONTENTS

	Page
The Nature of Internships in the Professions	15
Problems for Beginning Professionals	15
Historical Development of Internship	16
Purpose and Definition of Internship	18
Internship Approaches in Other Professions	19
Architecture	19
Law	20
Medicine	21
Public, Educational and Business Administration . .	22
Engineering	24
Pharmacy	24
Dentistry	26
Nursing	26
Chartered Accounting	28
Summary: Characteristics of Internships in Other Professions	29
Internship and Related Concepts in Teacher Education	30
A Need for Teaching Internships	30
Benefits of Internship in Teacher Education	32
History of Internship Programs in Teaching	34
Probationary Certification and the Induction Year	36
Five-Year Preparation Programs	40
Current Induction Programs in the United States . .	44
Current Developments in First-Year Teaching	46

	Page
Bavaria, West Germany: The Practical Preparation of Teachers	48
Extended Practica	48
Differences between Practicum and Internship . . .	55
Summary: The Distinctive Nature of Internship in Teacher Education	57
The Alberta Initiation to Teaching Project	59
Historical Background	59
Framework of the Program	60
Nature of the Internships	61
Objectives of the Alberta Initiation to Teaching Project	62
ITP: A Professional Approach to Internship	62
Conclusion	63
References	65

INTERNSHIPS IN TEACHING AND OTHER PROFESSIONS

The Nature of Internships in the Professions

Problems for Beginning Professionals

Historically, new entrants in many professions learned by apprenticeship to master practitioners. Only after extensive practice under individual supervision and guidance did they gain independence and professional status. In education, for example, expert teachers trained monitors, probationers and pupil teachers in other classrooms; senior students received training and were assigned responsibility for the instruction of other children (Wilson and D'Oyley, 1973:13).

With the advent of academic training programs, novice professionals experienced difficulty adapting from institutional settings and theoretical approaches to professional workplaces and practical tasks. In spite of brief field experience components in preservice programs, there arose a technical and psychological chasm between university preparation programs and practice in many professions. For example, Gowdy (1983:179) highlighted a continuing problem of stress for engineering graduates entering their chosen profession. He referred to the "culture shock" of moving from a "college culture" to an "industrial culture" as fledgling engineers faced new responsibilities, new professional and personal relationships, and attitudinal changes.

Similarly, the American Society for Nursing Service Administration (1980:1) acknowledged an "ever greater difficulty in making the transition from student to hospital staff nurse." The Society noted a variety of possible causes, including an excessive emphasis on theory in the educational system, the emergence of "reality shock"--unrealistic workplace demands on neophytes and inadequate systems of support--and "rapidly accelerating skill demands of an increasingly technical profession." Whatever the source of the problem, A.S.N.S.A. recognized a need to smooth the transition from student to practitioner.

The teaching profession has faced similar concerns relating to the transition from student to teacher. On the basis of their studies, Koehler (1979:201), Brown and Willems (1977:73), Silvernail and Costello (1983:32) and others observed that the first year of teaching is "extremely traumatic." Koehler argued that teachers are obliged to learn how to teach in particular contexts "in the first three years in the classroom--particularly the first,"

and Gaede (1978:405) outlined the "awesome task" that confronts the first year teacher. The teacher

must establish a favorable reputation among students, faculty, and administrators . . . must organize and prepare lessons for courses . . . never before taught; and . . . must struggle to adapt to an entirely new role--that of an adult, a professional, a teacher.

Griffin (1985:43-44) referred to specific frustrations associated with "the adjustment phenomenon" for new teachers: demands upon personal resources, general feelings of powerlessness, and dissatisfaction attending low status in the profession. Gaede (1978:407-408) added that, during the transitional first year, teachers discover that their preservice education was inadequate, they miss the support and supervision previously provided by university staff and cooperating teachers, and their new independence and isolation leave them with the reality shock which characterizes entrance to most professional occupations.

Moreover, in spite of the crucial need for support and expert guidance during this initial phase, Koehler (1979:201) highlighted a general disregard for fledgling teachers within the profession. Similarly, Brown and Willems (1977:73) pointed to the "lifeboat ethics" of schools, where experienced teachers "survive" while first year colleagues are assigned to "difficult-to-teach pupils" and receive little orientation to school routines, expectations and hierarchical structures. As a consequence, beginning teachers become demoralized, develop negative coping strategies, and many soon leave the profession. Dunbar (1981:15) and Titley (1984:84) also commented on the profession's "sink or swim" approach to the induction of new teachers. As a consequence, writers and educational administrators alike have expressed great interest in experimentation with "internships" to assist teachers through the initial adjustment to professional practice. Lasley (1986:i) claimed that "The development of teacher induction programs makes sense. Good sense."

As the ensuing review will show, many of the professions have established periods of induction to facilitate the transition from student to practitioner. Conventional names for programs of transition include "articling" and "internship."

Historical Development of Internship

One of the problems one has to deal with when examining the meaning of internship is that it has been used to describe many different practices. The origin of the concept may in fact be based partly in apprenticeship and partly in professional preparation. The historical

background of internship generally brings out three important facets of the concept: (1) the intern is a learner; (2) internship is a phase of education; and (3) the intern works in the institution where the training is offered.

Medicine, engineering, law, and accounting are the professions with which the concept of "internship" (also known as articling in law and accounting) is usually associated. Within these and some other professions, the concept of internship is an integral part of the preparatory programs, separate from and following university academic studies. Hence in these professions, a candidate becomes a full-fledged member only after successful completion of an internship.

The concept of internship has been known for a long time in some professions, particularly medicine and law. The Committee for Advancement of School Administration (1964) of the American Association of School Administrators mentioned the application of internship in medicine as far back as the early 19th Century in France. Indeed, it was held that, when the traditional professions stopped preparing their practitioners through the apprenticeship system and began preparing them through programs of formal academic study, they realized the need for practical experience and thus included clinical practice as a required final phase of preparation (Tanruther, 1967; Wilson and D'Oyley, 1973).

The medical profession's response to the problem of initiation to practice was "internship." This scheme was devised to create a bridge between the years of medical school preparation and commencement of work in the profession. The medical internship emerged as a compulsory, "one-year period of work and apprentice training in a hospital following completion of the formal professional curriculum" (Shaplin and Powell, 1964:176). Moreover, as Shaplin and Powell recorded, professional interest in internship blossomed in the 1920s "not only in medicine, but in engineering, the ministry, public administration, library science, and increasingly, in teaching."

In contrast, the legal profession had never relinquished its practice requirement for admission to the profession. As the Law Society of Alberta (1985:4) noted, there was a long history of "professional apprenticeship or articles bolstered by a student's self taught education in law." Indeed, intending barristers in mid-19th century England were expected to demonstrate good character, dine at their Inns of Court and serve seven years in articles prior to admission to practice. Similarly, future solicitors were called upon to complete extensive articleship and legal examination requirements before being admitted to the Rolls. English legal education subsequently incorporated law school

education, although articles remained as an important element in training lawyers. In Canada, law students were sometimes permitted to pursue articles and degree program instruction concurrently. However, improper supervision by some lawyers led to the development of the current requirement, in which preservice legal education is followed by articles and professional examination.

Other professions also developed programs to assist neophytes to adjust to professional employment. While some left employers to offer orientation programs for informing new staff members about the nature and demands of their own particular organizations, other professions created formal programs of "clerkship" or "internship." More recently, forms of internship have been employed in social services and secretarial science (Harrington et al., 1983:28), accounting, pharmacy, architecture and other professions. Since the title "intern" has also been associated with a variety of teacher education programs, it is important to clarify the nature and purpose of internship.

Purpose and Definition of Internship

Simmons and Haggerty (1980:47) distinguished internship from a related concept--"apprenticeship." The latter was said to relate only to nonprofessional occupations and to involve continuous training on the job under master tradesmen. Newell and Will (1951) identified other fundamental differences between apprenticeships and internships. First, apprenticeship implies the provision of service in return for education; whereas, in internship, service is a product of the learning experience. Second, an apprentice may be required to render services that are unrelated to his/her education, but the intern's tasks are role-specific. Third, apprenticeship often entails the entire educational program for the trade or profession, but internship constitutes a phase of professional development.

In other respects, however, considerable confusion still surrounds the term "internship." Simmons and Haggerty (1980:1,86) referred to internships as "a way of sampling life in the workplace. . . . for the graduating senior looking for a productive year between school and career or more school, and for the undergraduate looking for a challenging summer." Internships of this kind were advanced as "short-term sources of experience, training, and references" that may hold the key to "a hot career." From employers' viewpoints, "students and recent graduates can provide enthusiastic and capable help at bargain-basement prices," as well as offering opportunities for "talent hunting" while avoiding the commitment of permanent employment. Bloss (1984:3,5) also conceived of internships as "work experience opportunities . . . salaried or unsalaried, undertaken for academic credit or merely for

employment experience." Bloss argued that internships represent "experiential education" for students or graduates, generally during summer vacations or on a part-time basis, so that each participant can "test a tentative career choice or give an edge on the competition after graduation." Mitchell (1978:13), Renetzky and Schlachter (1976) and the National Center for Public Service Internship Programs (1976) adopted similarly expansive views, and the internships in radio, television, film, advertising, journalism and other occupations to which Gross (1981:vii) referred were directed toward undergraduate students seeking academic credit or exposure to possible career paths.

However, these notions of internship do little to clarify the term as it is applied in the more conventional sense in the professions. Internships in the established professions are generally more highly structured, cater to individuals who have already decided on careers, and are frequently prerequisite to professional licensure; thereby, they transcend the casual conception of internship as "summer employment" or "summer development" programs. More helpful is Treece's (1974:26) definition of internship as "an educational experience that provides a transitional stepping-stone to the world of work." Carney and Titley (1981:1) added that this transitional experience is "from the world of academic preparation to that of full professional responsibility." These definitions highlight the general timing and intent of internship, but not its precise nature. By exploring the operation of internships in professions other than teaching, its elements may be better understood.

Internship Approaches in Other Professions

Architecture

There is interprovincial variation in postdegree requirements for professional practice in architecture and interior design in Canada. Within Alberta, however, registration with the Alberta Association of Architects (1981:3) is obligatory, and it demands both completion of a three-year internship and success at the Association's Professional Examination in Architecture. During the initial three-year period, intern architects and intern interior designers must obtain specified practical training under the supervision of qualified architects. They are required to maintain "log books" which record their professional training, and these are subject to periodic review by representatives of the professional association.

Law

Similar provisions apply to the professional training of lawyers, although the internship period is known as "articles," or "clerkship." In Alberta, as elsewhere in Canada and other countries, intending lawyers must be articled to "principals" who are selected from the profession at large. Only a lawyer who has been in practice for at least four years can receive a law intern, or student-at-law. Concurrently, graduates are admitted to the Law Society of Alberta's four-week Bar Admission Course, a program of practical professional assignments and examinations designed to supplement and reinforce the individual experiences of articling. The Law Society (1985a:4-9) referred to its articling plan, or "clinical education in law," as "an educational programme designed to provide training through a combination of instruction and properly supervised progressive responsibilities." Thereby, "good articles" also serve a long-term goal or providing "the foundation of the maintenance of the profession's high standards and reputation."

More specifically, this one-year induction to the profession exposes intending lawyers to real situations demanding practical solutions and prompts them to "identify with the responsibilities, traditions, and standards of the profession." Articling also offers unique exposure to the rigours of approaching specific problems. Moreover, articling was presented by the Law Society as a "fresh, stimulating change" from the formal instruction to which students have become accustomed at university.

Detailing important aspects of the articling approach, the Law Society (1985a:7-8,13,36-37) emphasized the importance of diverse practical experiences for students-at-law, including involvement with clients, as well as close supervision and evaluation by principals. The beginning lawyers are remunerated by employing law firms. Another noteworthy feature of articling is that "the work should be scheduled or graded so that the complexity of the work increases with the improvement in the student's practical knowledge and skills." Prior to the commencement of assignments, principals provide "introductory explanation"; on completion, they are expected to offer "constructive criticism and analysis" in respect of legal issues, thoroughness and general approaches to the tasks. Responsibilities of the principal encompass guidance, advice and instruction; and they are expected to model high professional standards in the performance of their work.

Nevertheless, important deficiencies in many articling experiences were acknowledged by the Law Society (1985a:6-7). Many students-at-law find their principals providing little direction in the conduct of legal duties. Some are assigned trivial and routine tasks which contribute

little to the quality of their future professional practice. Furthermore, the Canadian Law Society's perceived sense of obligation to accommodate fledgling lawyers in offices has allowed some novices to serve in firms which are either highly specialized or provide supervisory personnel who are of only junior standing in the profession.

Medicine

Following premedical studies, most Canadian and United States medical students must complete a four-year undergraduate program to receive their M.D. degrees (University of Alberta, 1985a:XI-13; Wilson and Smythe, 1983:27). The initial two years in medical school focus on clinical instruction; then students embark on two years of "clinical clerkships," or "student internships," in various hospital settings. The purpose of clerkships is "to give students opportunity to practice and perfect their recently acquired skills" (Wilson and Smythe, 1983:27). As statistics compiled by the Association of Canadian Medical Colleges (1980:33-34) reveal, the emphasis of clinical clerkship involvement occurs in the final year of medical education.

Graduates are unable to practice medicine, however, until they have completed the "pre-licensure internship" of the relevant provincial or state professional association. In Alberta, the College of Physicians and Surgeons (1984:1) requires intending practitioners to complete a 48-week rotating internship¹ covering a range of basic medical activities, followed by a further year of internship in one of four optional fields. This arrangement provides neophytes with a variety of experiences to suit them for general practice as well as to allow those who wish to pursue postgraduate "residency" studies to obtain experience in specialist fields.

Interns are employed by the teaching hospitals. They obtain practical experience under expert supervision, and each is paid a small salary in return for effort in providing medical services. Although all Canadian medical graduates are allocated to internship appointments by a central Canadian Intern Matching Service, the duration of the internship itself varies from province to province. Following a recent manpower study in Western Canada, Peat, Marwick and Partners (1982: Category 5 1.0-1.4) noted that, in British Columbia, U.B.C.'s four-year medical program "must be followed by a minimum of one year in an internship or residency program to qualify for licensing to practice medicine." The profession in Saskatchewan also demands one

¹In Edmonton, for example, these are directed by the city's four teaching hospitals.

year of internship. In Manitoba, the same period applies, although interns may serve under either mixed, rotating or straight internship arrangements. By contrast, Alberta's beginning doctors must complete two years of internship (although the University of Calgary, at least, has compensated by compressing its initial medical school program into three years).

Unlike most other professions, the postgraduate internship in medicine seems not to serve as a bridging program. From their second year in medical school, students have exposure to hospital settings and involvement with patients. Third-year students acquire College registration, permitting them to practice under their preceptors' supervision. And in the third and fourth years, they are extensively engaged in the practice of medicine. Internships, then, are not an introduction to, but an augmentation of, an already sophisticated program of medical experience. Moreover, while the profession accepts final responsibility for administration of internships, university medical faculties are actively involved in the conduct of all internship programs. Perey (cited in Carney and Titley, 1981:22) explained this involvement: "the universities . . . are responsible for their [interns'] admission into programs, as well as for their clinical assignments, their promotion, and their dismissal when necessary." In this regard, the profession and the universities enjoy a close working relationship which does not characterize the control of internships in other professions.

At the same time, the medical model demonstrates the duration and degree of participation demanded by professions in general, the importance of expert supervision in practical settings and the expectation that interns will emerge from their experience competent to assume full professional responsibility. Resnick (1984:2,4) also pointed out that internship in medicine offers diverse experiences, resulting in a broader range of skills being acquired. Resnick further emphasized the importance of internship for learning about an organization's political system and hierarchical structure; this fosters confidence, independence and ability in managing the professional task.

Public, Educational and Business Administration

Murphy (1973:3,20) noted that, in government circles in the United States, the term "internship" also connotes "the transition between learning and practice," and that "the primary intent is to bridge the gap between academic and professional worlds for the fledgling [public] administrator." The government management internships described by Murphy form part of undergraduate programs and are distinguishable from fellowships merely by their

diminished prestige among academicians and their involvement of interns in administrative settings. Hennessy (1970:11-18) also commented upon a proliferation of American "political internships," which are components of undergraduate and graduate degree programs.

In the Legislative Internship Program initiated by the Government of Alberta in 1974, graduates from three Alberta universities compete for approximately eight "legislative internships." These ten-month appointments are voluntary and their purpose is to provide "first-hand experience" of the roles of Members of the Legislative Assembly. Those selected are perceived to be "future leaders" in public service or other professional fields.

The Alberta Department of Advanced Education and Manpower (1977:1) also employs graduate students in a "working-learning situation." Every year, up to four master's or doctoral students are appointed for twelve months under the Graduate Students Internship Program. They engage in supervised administrative activities, conduct research which is "of value to the intern as well as to the Department," and learn from contact with Department officials as well as university staff. However, while salary and direction are provided by the professional employer, interns are chosen only from those in the midst of full-time post-secondary education; the program is not intended for those whose studies are complete and who are ready to embark on careers in administration.

A similar program was developed in 1979 at Teachers College, Columbia University. Kane (1984) reported that doctoral students in education are placed in two-year rotating internships in educational and financial institutions. They participate in research and administrative tasks in a variety of organizations, gaining experiences to prepare them for senior appointments in education. DeAnda and Downey (1982:6) conducted a study of an educational administration internship program for fostering educational research and development capabilities among women and minority groups in the United States. These researchers concluded that the program gave interns professional visibility to potential employers, professional and personal support from assigned and acquired mentors as well as peer interns, and opportunities to learn from experts in the profession. The program also enhanced interns' confidence and professional skills.

Postsecondary programs in business studies frequently incorporate "sandwich course" placements in business settings (Daniel and Pugh, 1975). Although they represent undergraduate practicum experiences, they occur in professional situations and normally occupy one full year of supervised work. Often they attract salaries for students, and employing firms exercise considerable discretion in selecting activities and responsibilities for learners.

Engineering

Whether engineering students in Alberta choose the University of Alberta's Cooperative Engineering Program or elect to complete the conventional four-year degree, admission to practice as Professional Engineers is granted by the Association of Professional Engineers, Geologists and Geophysicists of Alberta immediately on completion of two years of "acceptable experience" (University of Alberta, 1985:VII5). The Association prefers graduates to work for professional engineers during that time, however, licensure is available to all who undertake two years of engineering-related practice.

While graduation from an accredited degree program remains the major requirement for registration of engineers, in 1981 the University of Alberta's Faculty of Engineering introduced a Cooperative Education Program for its undergraduate students. The Employers' Handbook of the Centre for Cooperative Education (1985) indicated that this five-year degree option includes five 16-week terms of "related, supervised work experience." As with internship, cooperative education "formally integrates the student's academic study with related work experience in cooperating employer organizations," whereby students in chemical, civil, electrical, mechanical, computing, metallurgy, mineral, mining and petroleum engineering become engaged in "progressively more challenging field experiences." The "co-op program" involves salaried appointments.

The Centre regards the benefits of its program as multiple. For employers, it permits screening of potential employees, enhances public image, reduces employee turnover by familiarizing students with industries, and creates an avenue for contributing to the professional growth of intending professional engineers. Students learn to interact professionally and socially with engineers, develop contacts with prospective employers, and find opportunity to clarify their career goals. Unlike internships, the five work terms are components of engineers' preservice education, are served in a variety of work settings, and are subject to performance evaluation by employers and university staff. In these important respects, cooperative education may be compared with education's shorter-term extended practicum. However, its intents and extensive involvement of learners highlight parallels between the Cooperative Education Program and conventional graduate internships in other professions.

Pharmacy

Lemberger (1983:77-78) reported that, historically, apprenticeship was the basis of preparation for the practice of pharmacy in the United States. As four-year

baccalaureate programs were introduced, licensure often became dependent upon only one year of apprenticeship and success at professional examinations, although there was no uniform pattern. In the State of Wisconsin, however, the Wisconsin Pharmacy Internship Board was created in 1965 to define and upgrade the quality of internship in pharmacy; other states also adopted firm principles for mandatory professional training of intern pharmacists. In 1974, the United States National Association of Boards of Pharmacy established nation-wide accreditation standards relating both to (preservice) externship education and internship requirements for licensure of pharmacists. As in other professions, the United States pharmacy internships are employed to prepare graduates for "current practice and the specific needs of the various practice environments" (Lemberger, 1983:74).

In Alberta, internship² is the responsibility of the Alberta Pharmaceutical Association. In addition to six weeks of undergraduate clinical experience, students are required to work as interns for 500 hours and to write the Association's professional examination before obtaining certification to practice (University of Alberta, 1985:XIII3; Alberta Pharmaceutical Association, 1985:3). Internships must be served in hospitals, under the supervision of preceptors who are qualified pharmacists. Unlike professions such as law and architecture, however, the internships are served concurrently with students' four years of academic education. Students are expected to complete 200 hours during the summer vacation following second-year studies, and a further 200 hours after the third year. Remaining hours are completed after the degree requirements have been fulfilled. Although student interns are permitted to work no more than 40 hours per week, internship may occupy as little as 13 weeks in total.

The Alberta Pharmaceutical Association (1985:2) presented the following as its goals of the internship:

The internship program of this Association facilitates the growth and development of the internes so that required knowledge plus practical experience in a supervised milieu will permit the internes to confidently join in the profession of pharmacy.

The Association (1985:6,9,13) indicated its expectation that interns should learn to communicate effectively with patients, peers and other health professionals, become conversant with and practise the code of ethics of the profession, obtain progressive involvement in professional decision making, and learn new skills from preceptors.

²In pharmacy (and sometimes medicine) the spelling employed is "internship."

Emphasis was placed on instruction, demonstration, evaluation and feedback from preceptors, and on observation and practice by interns.

In spite of its limited duration, pharmacy internships share many features with programs in other professions. They are administered by the professional association, are prerequisite to certification, involve supervision by expert members of the profession, and aim to provide practical experience and instill confidence to ease the transition from student to professional.

A health manpower training study commissioned by the Western Canadian Provinces of British Columbia, Alberta, Saskatchewan and Manitoba (Peat, Marwick and Partners, 1982:Part II Report XVI Appendix III; Part 1 5.1) also noted a similar requirement for pharmacy "clerkships" in British Columbia. It also reported post-degree internship requirements for professional certification of dieticians in the provinces concerned.

Dentistry

Graduates from approved dental schools in Canada are entitled to immediate registration with the National Dental Examining Board of Canada and, upon successful examination, with the American Dental Association (University of Alberta, 1985:V-5). No period of internship is required. At the same time, the dental profession is currently exploring the possibility of internship in practice management for graduating dentists.

In the United States, the dental profession has made further progress with postgraduate educational experiences for newly qualified dentists. Brown (1983:58) indicated that, in 1981, 800 graduates secured "residency" positions under practising dentists. These appointments are designed to "provide a bridging year between school and practice, enable the graduate to gain speed and confidence, and provide a broader experience with patient problems." At this stage, the residency program in dentistry is experimental and therefore optional--in the same vein as Alberta's new Initiation to Teaching Project for beginning teachers.

Nursing

At present, certification in Canada's nursing profession requires completion of either a registered nursing program or a baccalaureate program with clinical experience. In Alberta, as elsewhere, the hospital-based nursing programs lead to membership in the Alberta Association of Registered Nurses. These programs occupy

three academic years, and course work is interspersed with more than one-and-a-half times as much nursing practice (Carney and Titley, 1981:17). Clearly, such programs emphasize practical experience and instruction with theoretical instruction as an adjunct, rather than academic education with internship as a subsequent, bridging experience.

Most programs in the degree route to nursing registration include an extensive practicum component. At the University of Alberta (1985:XII-6), for example, nursing students are required to complete approximately 350 hours of clinical experience during the three summer vacations in their four-year program. While internship is not required for registration in Alberta, the trend to baccalaureate nursing education as preparation for nursing licensure has prompted reflection on the need for internship in this profession. Indeed, nursing internship programs have been implemented on an experimental basis in Ontario and in the United States, and the literature on nursing includes extensive reference to this concept.

"Technoterm" (Treece, 1974:1,7,14) represents one such hospital experience program for student nurses which adopts the term "internship." According to Treece, its designer, Technoterm was developed to give students a

synthesizing clinical experience that would assist them in bridging the gap between the protective student situation and the reality of professional nursing. . . . It is not meant to be a time for orienting the student to a specific job she intends to take.

Integrating clinical experience with the total educational program allowed Technoterm to provide a period of work experience where the student could "assume the responsibilities of a new employee under the guidance of the appropriate educator in a minimally sheltered environment." The student who "learns how to adjust more readily to the role of employee" was said to be better equipped to make a "smooth transition to the job situation" following graduation. Nevertheless, its absorption into the normal teaching program of preservice preparation distinguishes Technoterm from the traditional kinds of internship offered in the professions mentioned earlier.

On the other hand, the American Society for Nursing Service Administrators (1980:2-4) adopted the view that graduates should be provided with an internship program administered by the nursing profession. It believed that interns should be paid at full first-year salaries, and that programs need to offer extensive experience in practical situations. A.S.N.S.A. conceived of nursing internship as a vehicle for imparting new skills and knowledge, beyond those developed during formal study; it would involve supervision

and evaluation in the clinical setting, and duration might be from a few months to one year. A.S.N.S.A. also saw time as an essential element of internship and expressed criticism of six to eight week "internship" programs, which could offer no more than superficial introductions to specific workplaces.

According to A.S.N.S.A. (1980:12), medical institutions' liberal interpretations of the term "internship" are already beginning to generate problems in nursing. The Society predicted that

internship is about to become the next popular trend in nursing. . . . Institutions are beginning to use the internship as a recruitment tool. . . . [even though for some] the program being presented as an internship is in fact an expanded orientation. Such misrepresentation will only produce new graduate disillusionment.

This advice is salutary for those engaged in designing teacher education programs.

Chartered Accounting

The "clerkship" required of graduates for registration by the Institute of Chartered Accountants involves a pattern of professional training similar to the internships in architecture and law. Neophyte accountants must complete a minimum of two years of supervised training in approved chartered accounting offices. Concurrently, they pursue the Institute's program of study, which culminates in examination. The formal instruction program occurs during only one year of the clerkship--frequently not the first.

Beginning accountants are expected to obtain a range of taxation, financial accounting, audit and other specified experience during the period of clerkship. Initially, they enjoy minimal responsibility, working only as members of accounting teams. As skills are learned and practised, however, they become increasingly involved in the performance of tasks, and gradually they acquire responsibility for completion of assignments. Employing offices pay these beginner accountants at a rate prescribed by the Institute. Historically, the beginner was "articled" to a single chartered accountant. More recently, however, the profession has opted for office responsibility for supervision, although the Institute reviews all offices for suitability before granting approval for clerkship supervision. Equivalent provisions for chartered accounting clerkships apply in other provinces and countries.

Summary: Characteristics of Internships in Other Professions

From a review of existing and early attempts to develop internships in teacher education, Carney and Titley (1981:16) arrived at six distinguishing characteristics of the concept of internship. They noted that interns learn in realistic settings, develop an awareness of and experience with professional client relationships, and undergo appraisal by members of the profession. Internship follows theoretical and formal professional education and is the final requirement for certification. Carney and Titley also contended that internship involves supervised but "full-fledged decision-making and its concomitant professional responsibility." Yet this summary overlooks the distinctive capacity and overriding purpose of internship--that the trauma of induction to a totally new context is eased by gradual, individually tailored, expertly guided assumption of responsibility. Moreover, beyond Carney and Titley's (1981:1) conception of internship as "a special structure" for ensuring that expert "help and advice" is available to beginners, internship creates an avenue for further development of the intern. It permits development of skills, testing of theoretical approaches, and reflection on newly observed strategies, all under supervision and without the pressure and inhibiting influence of full professional responsibility for errors.

The various professional models described above exhibit many common characteristics. From these the following composite profile of the professional internship can be advanced.

Major purpose. Internship serves a bridging purpose. It assists the beginning professional to make a gradual transition from academic preparation to full professional responsibility and competent performance. As such, it is neither an "inservice" nor a "preservice" experience; it is a guided introduction to subsequent professional service.

Subsidiary and long range objectives. Five major objectives are involved:

1. improvement in the quality of services delivered by the profession;
2. development of client and collegial skills, through professional observation, guidance and experience;
3. employment of, and receipt of semi-professional services from, graduates;
4. provision of opportunities for supervising practitioners to assess each interns' potential suitability for permanent employment; and
5. possible enhancement of supervisors' professional

skills through reflection, demonstration and discussion with neophytes.

Prerequisite for internship. Admission to internship usually follows graduation from an approved degree.

Features of the program. Internship schemes are characterized by the following attributes:

1. extended, on-site application and refinement of theoretical and practical skills;
2. practical instruction, modelling, and personal and professional guidance by an expert supervisor;
3. individual tailoring of the program, so that experiences and responsibilities are introduced in accordance with supervisors' appraisals of interns' progress;
4. duration of at least one year;
5. mandatory participation;
6. evaluation by the supervisor;
7. full certification for professional practice only following completion of internship;
8. variety of professional tasks;
9. employment by a professional firm, with partial payment for the partial contribution and responsibility borne by interns;
10. frequently it is associated with a limited period of formal instruction by the professional association--but not throughout the internship--culminating in examination.

Administrative structure. Normally, the internship program is organized and directed by the association which regulates the practice of professionals. This is not merely a union or advisory body, but an autonomous controlling authority with power to grant, suspend and withdraw the right to practice in the profession.

Internship and Related Concepts in Teacher Education

A Need for Teaching Internships

Entry into the work of teaching has been described as "abrupt" or "unstaged" with first-year teachers assuming the full responsibilities of the classroom from their very first day. The various portraits of the first year are remarkably consistent, whether drawn from the retrospective accounts of experienced teachers . . . , from interviews and journals of beginning teachers . . . , or from descriptions of teacher induction programs

For most teachers, learning by experience has been fundamentally a matter of learning alone, an exercise in unguided and unexamined trial and error. Organized inservice assistance is "measured in days and hours instead of weeks and months" This abrupt entry into teaching conveys the impression that teaching can be mastered in a relatively short period by persons acting independently with good sense and sufficient stamina. Researchers looking for organized programs and support and assistance during induction have been disappointed. . . . Such programs are small in number and have been unable consistently to demonstrate their superiority to the common pattern of "sink or swim." . . .

Meaningful mentoring relations between experienced and beginning teachers have been the exception, not the rule Mentoring allows for mediated career entry in which novices move gradually from simple to more demanding tasks, and from modest to substantial responsibility, all under the supervision of acknowledged masters whose skill and longevity have earned them status within the occupation. Mentors are in a position to transmit valued knowledge and skill, to socialize newcomers to the institutional culture, and to influence future career opportunities.³

Internship may be of particular importance for the teaching profession. As Taylor and Dale (1973:281) explained:

The experiences encountered during the first . . . year of teaching are probably more crucial to the new teacher's future career than is the case in many other professions. Two factors in particular, the suddenness of the break from the work done in initial training and the feeling of a need to master the whole job at once, throw a considerable strain on the new teacher. Moreover, teachers--more than many other professionals--work largely in isolation from one another and may be less conscious of either adding to, or drawing from, an existing and organized body of professional knowledge.

In addition, Taylor (1981:12) contended that many beginning teachers enter their profession inadequately prepared by preservice education. However, he admitted:

³Quotation taken from: "Research on teacher education," by Judith E. Lanier and Judith W. Little, in Merlin C. Wittrock (Ed.), Handbook of Research on Teaching, Third Edition. New York: Macmillan, 1986, p. 561.

More often it is because of the sheer complexity of the tasks that face the beginner and the sharpness of the disjunction between guided and directed study during full time training and the lack of direction and help available in the first teaching post.

While most fledgling professionals probably undergo similar disorientation and difficulty on entry to their chosen employment, there seems little doubt that beginner teachers are forced to accept the professional self-reliance and uncertainty to which these writers alluded. Moreover, as Carney and Titley (1981:21) commented, teaching is a distinctive professional occupation also because of the profession's inability to provide vacation employment to intending teachers. The importance of guided professional experience, therefore, is compounded.

Benefits of Internship in Teacher Education

According to the Alberta Teachers' Association (1973:2,3,5), internships in teacher education offer a variety of benefits for teachers, schools and students. Internships can overcome beginning teachers' feelings of isolation and reticence to seek professional assistance; assignment of interns to competent, experienced professionals creates an expectation that those teachers will provide a source of guidance, advice and support for the neophytes in their charge. Thereby, each newly graduated teacher is assisted to "make a smooth transition from his/her role of 'student' with limited and defined responsibilities to that of 'teacher' responsible for the learning activities within the classroom." Supervised professional experience for beginning teachers also should "improve the quality and skill of candidates preparing to enter the teaching profession." Consequently, the status teaching is enhanced by public recognition of improved teaching performance.

The A.T.A. further argued that extensive field experience programs such as internship can foster recruitment of teachers, improve selection of teachers (by highlighting incompetent candidates), provide a practical means for reviewing the theoretical bases for teacher preparation programs, improve retention within the profession, develop and reinforce desirable classroom management strategies, and provide experience and guidance in formulating and sequencing work units, lesson plans, teaching materials and evaluation instruments. Finally, the A.T.A. (1974:9) noted that internships provide valuable opportunities for new teachers to observe and develop professional relationships with colleagues and learn the ethical principles of professional practice.

Many other writers have also supported the concept of internship in teacher education. Among them, Stanton and Ali (1982:2) argued that teaching internships develop maturity and a sense of responsibility, and Miller and Elrod (1982:11) emphasized confidence and poise in classrooms as outcomes of internship. Mirabito et al. (1983:56) highlighted the materials and experience that are conferred on beginners by "seasoned resource teachers," whereas Andrew (1984:32) indicated that internships enhance neophytes' desire to teach and develop the skills and knowledge that are highly prized by employers. Smith (1969:73) reported interns' development of concern for children, and Nicol's (1968:86) research revealed significant progress in respect of "moral status, discipline and principles of child development" as well as an increasingly positive attitude to teaching. However, Rauth (1986:38) made a cautionary observation, suggesting that any internship program in education is hampered by the "lack of accepted norms and standards in the profession." Rauth (1986:38) concluded that internship programs can provide the solid foundations needed for professional development only when rigorous norms and standards expected of each certificated teacher are universally recognized.

Tanruther (1972:7) contended that internships provide a particular benefit for schools. An internship program creates time and procedures for ensuring cooperative preparation and evaluation of class work, and this fosters continuous professional growth among the staff. Similarly, Inglis (1981:25; 1982b:Appendix A) argued that staff in schools gain from the enthusiasm generated by motivated, conscientious interns. Students also benefit directly from new teaching strategies and personalities in their classrooms; and Inglis (1982a:5,12) elsewhere added that interns offer students "special positive support" during their time at school, through additional assistance with assignments and demonstration of learning skills, and by highlighting students' problems to already busy teachers.

In noting the benefits of internships for schools and students, it is important to keep in mind the needs of neophytes (Huffman and Leak, 1986; Odell, 1986). In particular, Odell (1986:29) observed that beginning teachers do not need as much "emotional support" as "support of teaching." According to Odell, neophytes have two primary needs: "to obtain fundamental information . . . and to obtain resources and materials." Her finding that new teachers need more assistance with instructional problems than with classroom management is noteworthy.

History of Internship Programs in Teaching

In the context of beginning teachers, "internship" has acquired vastly divergent interpretations within the literature. McDonald (1983:3), for example, expected that an intern should "plan lessons, prepare materials and teach two or more lessons" as part of university or college training. McBeath (1973:16) remarked that the intern should "spend one semester or thirteen weeks working in a school" learning and practising "the various complex skills that are part of the teaching process." Miller and Elrod (1982:5) saw internship as two mornings per week for eight weeks for the student teacher. Tanruther (1972:58) distinguished among internships which form part of the university degree program, those which involve full-time clinical practice as a means for evaluating performance for teaching certification, and others which are professionally sponsored and acquaint new teachers to teaching and school systems.

"Internship," in all its forms, is not a new concept in teacher education. Carney and Titley (1981:3) asserted that the first recorded program of internship in teaching commenced in 1909 in the United States. Indeed, in their outstanding review of the development of teaching internships in the United States, Shaplin and Powell (1964:175,176) observed that, as early as 1895, Brown University provided extensive practice teaching in secondary schools as part of its training program. Similarly, in 1919, the University of Cincinnati offered a fifth-year program for teachers in training, many of whom were employed on a half-time basis in Cincinnati public schools. In each case, the university took responsibility for supervision and demanded concurrent university coursework; teaching degrees were awarded only on completion of the secondary school experience. At the same time, these programs offered students intensive and protracted periods of school contact, with teaching responsibilities, assistance from school personnel and, often, remuneration. At the elementary level, in 1904, the Fitchburg Normal School interposed two years of clinical experience in the middle of its two-year training program. Fitchburg's students were given normal teaching loads in public elementary schools, for which they received payment from the employing schools. The training institution retained responsibility for supervision and instruction.

Interest in the concept of internship was exhibited in all professions by the 1920s, however it was not until the Great Depression that a sudden surplus of teachers created the setting for extending the initial preparation of intended educators. As Shaplin and Powell (1964:77) explained, the 1930s model of internship was a professional one:

The internship of the thirties sought, with few exceptions, to make better beginning teachers of already certified college graduates. They would bridge the gap between the college world of theory and the school world of practice and epitomized the Progressive temper of "learning by doing." . . . "Internship" usually referred to a fifth-year program following graduation from a teachers college or university. The intern should possess an extensive background in professional education and student teaching and qualify for state certification. The program should be a full year long on a full-time basis in the school. The induction into teaching should be gradual; the intern's role should be that of assistant teacher, with stages of progression through observation, participation, and finally complete control. The intern received a small salary in most cases. . . .

Many universities offered internships as components of graduate level programs, with university supervision and concurrent coursework and other features. In 1935, Northwestern University modified this approach by arranging a full-year, graduate-level program under school supervision, with university contact on Saturdays and during the summer vacations preceding and following the internship. However, it was the school-initiated "apprentice-intern" and "wholly in-service" programs which more closely conformed with the professional internship model (Shaplin and Powell, 1964:178). Some private schools offered liberal arts graduates their own programs of "gradual introduction to teaching and seminars" as substitutes for institutional programs of teacher education. Others appended internship to universities' formal training requirements. Only Wayne University became involved in a non-degree coursework element to accompany an internship scheme administered by schools.

The close of the 1930s brought a new meaning to the term internship. Shaplin and Powell (1964:178) highlighted the confusion generated by "the practice of relabeling undergraduate practice teaching as internship," as universities began to protract their practicum experiences. These authors associated the change in approach with the World War II shortage of teachers. Scholarly interest in the notion of professional internship re-emerged in the mid-1940s; in practice, however, it was the preservice internships which prevailed during the 1940s and 1950s in the United States.

In 1964, Shaplin and Powell (1964:179) were able to distinguish between two types of internships commonly employed in the United States. First, there had emerged graduate level programs, such as the Master of Arts in Teaching, which provided a school experience year for students who opted to pursue a fifth year of teacher

preparation. Second, some states already demanded five years of initial preparation and instead relied upon internship as a probationary year prior to certification. Shaplin and Powell emphasized that both of these arrangements "differ radically from the internships of the thirties."

In Alberta, internships in teaching date from a World War II emergency teacher training program. Beginning teachers' six-week preparation programs prompted individual school divisions to develop what the A.T.A. (1974:4) has since described as "probably the first internship programs for teachers in Canada." Local school systems again administered and funded similar programs in 1961, although these experiences were provided as field placements for teaching students and were offered in conjunction with existing teacher preparation programs. Although many such programs were initiated in Canada and elsewhere during the 1960s, and in spite of the Cameron Report's (Government of Alberta, 1959:186-187) call for a one-year, university controlled (sandwich course) internship after the second year of teacher preparation, the notion of internship in education was not pursued in this Province for many years.

During the 1970s and early 1980s, there was renewed interest in internship within Alberta. For example, in 1981, the Committee to Evaluate the Extended Practicum at Alberta Universities (1981:44) proposed that "increased attention should be paid to the problems faced by first year teachers," and it called for their continued professional training, noting that "this may involve an internship or appropriate teaching assignments." Finally, in September 1985, the experimental Initiation to Teaching Project became a reality.

Over recent decades, "internship" has become a fashionable label to attach to a wide variety of preservice and beginning teacher programs in Canada, the United States, Europe, Australia and elsewhere. Extended practica have been promoted as internships, as have postgraduate, precertification programs administered by post-secondary institutions and professional bodies. The ensuing discussion provides brief descriptions of these divergent "internship" plans and compares their identifying features with the criteria extracted from the foregoing analysis of professional internships.

Probationary Certification and the Induction Year

Most countries have implemented schemes of probationary certification for teachers. Beginning teachers, having already graduated from approved preparation programs, are usually expected to undergo interim evaluation and

supervision for a one- or two-year period prior to receiving full professional certification. In Alberta, for example, school principals and specified staff members perform the supervisory function on behalf of Alberta Education, the professional authority responsible for certification of teachers. The period of probation in this Province is two years; it is obligatory for permanent certification.

The probationary period for teachers with interim teaching certification has been in effect for a long time. Normally it is part of the certification process of teachers in most states, provinces or countries. In a typical example, the first two years of a teacher's work in the profession are considered probationary, in that successful completion of the two years leads to permanent certification. However, this period is not seen as an integral part of a teacher's preparation program, and, consequently, is usually not under university direction or supervision. In Alberta it is under the control of Alberta Education. However, the actual tasks of supervision and evaluation are delegated to school personnel who report to Alberta Education on the assessments of each beginning teacher's work during the first years, together with recommendations about permanent certification.

The operation of the probationary period in Alberta can be described in the following manner. After a student has completed the required teacher education program at university, Alberta Education grants to the teacher a three-year Interim Teaching Certificate. This implies that the university has made a competency decision on a student. After the beginning teacher has taught two years, the superintendent of schools for the system in which the teacher is employed must make a recommendation for or against permanent certification. Negative decisions can be appealed. The decision of the superintendent is based primarily on the judgements by school officials of the classroom performance of the teacher.

There is a second aspect to the probationary period. The school board hires a teacher on a one-year temporary contract. Normally, after the first year, the school board is expected either to make the contract permanent or not to rehire the teacher.

The primary purpose of probation for teachers is an evaluative one; it allows time for the profession to assess the suitability of new teachers for permanent professional practice. However, Britain's "induction year" arrangement combines probation with an attempt to orient beginner teachers to professional practice. In this way, it captures some of the spirit of internship.

Britain's induction year approach was developed in the 1970s in response to extensive criticism of its existing

"probationary year" program for first-year teachers. Evans (1977:6), for example, criticized the probationary year as a "disastrous" application of the "deep end theory," whereby probationary teachers were immediately thrown into normal teaching conditions and responsibilities. Taylor and Dale (1973:283) concurred, stating that "only lip service has been paid to this 'training' concept of the probationary year," and Hanson and Herrington (1976:7) concluded that "Links with colleagues are normally severed, and after a year of muddling through on a full timetable with a low status class, the teacher receives a note to inform him that he is now fully qualified." A Leeds University (1974:23) study of first-year teachers also revealed feelings of a lack of continuity of initial training and professional involvement as well as "insufficient supervision and guidance" during the probationary year.

In 1974, the Central Office of Information, London (1974:21) joined the calls of the James Committee and of a White Paper on teacher education for a "systematic programme of professional initiation, guided experience and further study," or "induction program," for probationers. The induction year was introduced nationally in 1977 (Evans, 1977:14). It imposes upon (regional) Local Education Authorities a responsibility for providing one day of inservice training each week for beginning teachers, and for assigning them reduced teaching loads. As Evans (1977:14) explained, the revised "induction year" policy was founded upon a "shallow end" concern for supporting and guiding new teachers, to enable them to apply their theoretical knowledge and develop practical skills in classroom settings. Eggleston (1974:32) had foreseen that it also would "involve far more fully than heretofore the participation of practising teachers in the induction of new colleagues."

Nevertheless, the induction year has not provided suitable bridging experiences for all beginning teachers. As Evans (1977:53) had warned at the time of its inception, the success of individual induction arrangements depends substantially upon regional monitoring and direction so that extensive and individualized guidance is provided according to the differing needs of new teachers and their educational environments. However, Huling-Austin (1986:5) criticized induction programs for inadvertently making neophytes "feel" better without "having an equal emphasis on the development and improvement of performance." Carter (1982:68-73) observed that many of Britain's induction year arrangements have resulted in little supervision and guidance for neophytes. In some schools, staff members are co-opted to accept responsibility for as many as a dozen first-year teachers, and they are too busy to provide significant professional and emotional support. In other situations, the novices receive conflicting advice from their supervisors and department heads, and the classroom

observation and feedback cycle frequently remains "the most difficult and least fulfilled aspect of the [supervising teacher's] role." In their dual roles of advisors and assessors, supervisors often find communication with beginners inhibited, particularly in the early part of the school year. In Carter's opinion, Britain's induction year fails to provide a supportive transitional experience.

For this reason, Carter (1982:74-75) supported the "three i" concept, not widely available in Britain, of "an external induction scheme, which should act as a bridge between initial training and further professional development, in a continuous process." Some Local Education Authorities have experimented with these programs of simultaneous "initial training-induction-in-service training" for probationers, requiring schools to release first-year teachers for courses and support group involvement as well as for observation, familiarization and preparation time at school. Again, the quality and benefit of these diverse, regionally-administered programs have been mixed.

While the overriding purpose of Britain's induction program--to provide "professional initiation, guided experience and further study" for the beginning teacher by "someone who can offer informed professional judgement" (Evans, 1977:85,87)--is akin to that of internship, its structure is not. Despite its year-long duration, local program design and administration limit the development of a consistent framework for internship. As Evans (1977:86) admitted at the time of its introduction: "The nature of the Induction Year needs clarifying." More importantly, under the induction program the neophyte is treated immediately as a teacher--if an inexperienced one. And while Eggleston (1974:32) regarded a "somewhat diminished teaching timetable" as parallel to "internship," internships in other professions place far greater emphasis upon bridging experience. While interns in other professions gradually assume responsibility and are no longer regarded as students, their status is not as full-fledged practitioners. Accordingly, guidance, direction and support are emphasized as priorities of internship; therefore, the likelihood of interns being left to struggle in a probationary type of arrangement is greatly diminished.

Taylor (1981:12-13) highlighted a further difference between internship and the current British model of probationary first-year employment. He noted an emerging interest in postgraduate, precertification "compulsory internship, during which the student would receive a stipend larger than that of a student in training but smaller than that of a fully qualified teacher." Such salary differences are indicative of the relative contributions and responsibilities expected of interns and first-year teachers.

An early Commonwealth conference on teacher education (Commonwealth Secretariat, 1972:36) emphasized a more crucial distinction between a student teacher's or intern's placement and the induction year teacher's first year at school: "Unlike the teaching practice period he [the first year teacher] cannot hand back his responsibility when the going is bad." On the other hand, under professional, postgraduation internship, while participation occurs in lieu of the first (induction) year, the intern is free from full and ultimate classroom responsibility. Supervision, guidance and support are central purposes, rather than being peripheral to the major induction year expectations of professional responsibility and successful performance. And whereas first-year teachers in Britain are confronted by immediate and total responsibility, for interns the assumption of classroom control and responsibility is individually graduated.

Five-Year Preparation Programs

Interest in transitional programs for teachers has been most pronounced in the United States. In that country, however, attention has focussed upon extension of the traditional four-year structure of teacher education. Carney and Titley (1981:5) noted the emergence in the 1950s of the United States Master of Arts in Teaching programs. An attempt to dispel criticism of educational standards, the fifth-year MAT provided one year of school experience, usually preceded and succeeded by summer graduate studies. This model was not rigid, however, and Shaplin and Powell (1964:179) recorded two early plans--in California and New York--which also incorporated university seminar work throughout the year of teaching practice. Indeed, in California, teaching certification became dependent upon completing the initial "internship" year, which was treated as "a regular teaching job." By 1960, 23 universities and colleges in the United States were offering internship programs of this kind (Shaplin and Powell, 1964:180), and in 1967 Schloerke and Czarkowski (cited in Carney and Titley, 1981:5) reported that 51 teacher education institutions had incorporated in their programs components described as "internships." In almost every instance, the school experience was not only directed by teacher education institutions but constituted university credit, and students received salaries from school systems. Carney and Titley (1981:5-6) noted considerable expansion in the number of these five-year programs in the 1970s, as the supply of teachers again exceeded demand. Ducharme (1985:9) recently observed, however, that, "in 1985, thirty years after initial program efforts, there are virtually no functioning MAT programs in this country."

Nevertheless, as an extensive United States literature on the subject attests, many other variants of the fifth-

year internship have been developed as replacements for the early models. Indeed, as Kunkel and Dearmin (1981:19), Murray (1982:2), Vollmer (1984:81), Reilly and Haworth (1983:328) and others have asserted, recently there has been "an escalating effort nationwide to extend preservice preparation through the development of a fifth year internship" (Kunkel and Dearmin) or "extended program" (Murray). Murray attributed much of the renewed interest to increasing expectations of teachers, an oversupply of applicants for available teaching appointments, declining education faculty enrolments and an attempt to elevate the status of teaching as a profession. Nevertheless, as Applegate and Lasley (1984:70) and others have emphasized, there is "an overriding belief that practical school experience contributes to the development of better teachers," and this appears to be the primary goal of most programs. Murray (1982:2) noted that programs range from fifth-year academic programs with extended field experience to full-time teaching arrangements with certification contingent upon successful completion. More recently, Sikula and Roth (1984:29) numbered these exploratory "induction," or "internship," programs at 16.

One approach is illustrated by the University of Wisconsin's Graduate Resident Program. Stoltenberg (1981:16) explained that this program includes a master's degree and a fifth-year "residency," or clinical component, designed to "build a stronger introduction-induction bridge from preservice preparation of a new teacher to a higher level of inservice competence for the professional teachers." The university supervises an eight-month residence and provides seminar instruction in the summer vacations before and after the internship.

Allegheny College, Pennsylvania, offers a "supported induction year" as a conclusion to its "sequential" five-year teacher education program (Dunbar, 1981:13-14). The induction year is spent in schools which involve "a particularly rigorous teacher preparation experience in an urban environment." Students take up full-time teaching appointments, and academic staff provide workshops as an adjunct to the school experience.

The University of Massachusetts at Amherst commenced a 14-month pilot program in 1983, offering outstanding science graduates rotating, paid internships in schools and business organizations (Clark et al., 1984). This master's level program qualifies small numbers of high-quality graduates for teaching and binds them to three years of public school teaching. It is a recruitment program.

The University of Pittsburgh's internship in elementary education (Vollmer, 1984:80) retains the MAT approach. Participants in this one-year, graduate program are assigned full teaching responsibilities in schools, and they engage

in evening instruction by university staff. Successful completion of the internship component leads to both certification and admission to a higher degree in education.

A small program directed by the University of Southern California with the cooperation of the Los Angeles Unified School District is also directed toward "a smooth entry of new teachers into professional service" (Jones and Barnes, 1984:5). Emerging from the proposals of a "California Consortium" of postsecondary educators, school districts, professional associations and state authorities, the University of Southern California introduced a graduated, five-year "internship/residency" program for student teachers. As Jones and Barnes (1984:6,9) reported, a two-and-one-half-year internship option for elementary and special education undergraduate students commences with a half-year, half-time teaching assignment. In the second half-year and throughout the fourth and fifth years of preservice preparation, students assume full-time teaching loads under university and school supervision. As a concurrent requirement, students take further coursework at the university.

The foregoing programs are all indicative of an approach which enjoys wide support within the United States today. As university-directed arrangements, these programs are opposed to the conventional internship structure, which relies upon administration by the profession. In another respect, these plans approximate the British probationary model; most demand immediate assumption of full teaching responsibility and, frequently, formal evaluation for teaching certification.

Nevertheless, other programs in both the United States and Canada have drawn upon greater professional participation. For example, Kunkel and Dearmin (1979:19-21) reported a two-year pilot program for forty interns in Nevada, which depended upon not only university commitment but cooperation from state authorities (to supply interim teaching certification), local employing boards (to employ the final year students) and professional associations. Upon completion of the optional fifth year, interns were expected to take up employment as second-year teachers. Nevada's approach combined elements of extended practicum and induction programs. On one hand, it was a component of preservice education; on the other, students acquired full responsibility for regular classroom teaching on commencement of the optional fifth year. In neither respect can it be viewed as professional internship as elaborated in this chapter.

In Toledo, Ohio, Waters and Wyatt (1985:365-366) reported on a different approach. They noted that neophytes (and experienced, "troubled" teachers) are "trained and evaluated" by "excellent, experienced teachers." The Toledo

Intern Intervention Program was commenced in 1981 as a profession administered alternative to fifth- year university internship. By 1985, the program had expanded to provide professional development for, and evaluation of, 70 beginning teachers; seven consulting teachers perform that task. Those interns who fail to satisfy their supervisors' expectations after one year are denied further employment. All consulting teachers are released from classroom duties to perform this task. Although this model is controlled by the profession and has individualized, on-site assistance of fledgling teachers as a major purpose, it is the new teachers who are responsible for full teaching assignments; a small number of consulting teachers fulfil no more than a part-time, advisory and evaluative function for a much larger number of selected beginner and low- achievement teachers. At the same time, Toledo's internship program seems to reflect a growing interest in professional direction of internships.

In 1975, The University of Manitoba introduced a Graduate Internship Program which allowed Canadian graduates to share half time teaching appointments and pursue concurrent graduate studies in education. A variant on the five-year programs, "internship" in this context was described by Slentz (1978:92) as "a one school year, university-related experience, whereby a certified but inexperienced teacher works under the direct supervision of an experienced teacher." Unlike first-year teaching, the Manitoba plan provides for "extra time and for advice and professional help from experienced educators." All interns must attend their schools throughout each work day, assuming 60 percent of the normal teaching load; in return, they receive half of a full salary. Non-teaching time is spent observing and participating in group seminars with their school supervisors who have a total of 20 percent release time for the purpose. Supervisors divide their teaching time between the classes of the two interns for whom they are responsible. The university also participates; it provides supervision during the school year and conducts graduate courses for interns. The program is limited to 20 internships.

As with the more conventional five-year programs, interns under the GIP are faced with an immediate 60 percent teaching responsibility, which is retained throughout the year. The progressive development which underpins the professional approach to internship, therefore, is not available. Furthermore, formal seminars at school and responsibilities and participation at university impose an additional burden on the novice teachers. Supervisors also have limited time in which to observe and consult with each of their two charges, and they are partially responsible for the management of two classes--an onerous task. On the other hand, GIP does free interns from at least part of the normal teaching load and creates opportunities for them to learn from experienced practitioners.

Most of the foregoing programs are concerned for the transition from theory to practice. Yet Shaplin and Powell's (1964:182) early criticism of five-year programs still applies today:

Under pressure also in today's internship programs is the concept of gradual induction into teaching which was so central to the internship of the thirties. . . . In many programs the internship remains an "immersion" into full-time teaching with a minimum of preparation, and the experience of the intern becomes a fight for survival.

Clearly, these authors have identified a crucial shortcoming of many institution-directed five-year programs--as well as the probationary approach to induction and teacher certification. Some offer little practicum experience prior to extended placement in schools. Most, in spite of their arrangements for supporting and consulting with neophytes, subject their probationary or fifth-year teachers to full and immediate classroom responsibility. Thereby, these programs forego the progressive assumption of involvement and responsibility which is fundamental to the professional internship design.

Current Induction Programs in the United States

Throughout the United States, induction programs are being instituted that attempt to induct beginning teachers into the profession with greater support and guidance.

A dominant characteristic of a number of these programs is the appointment of an experienced teacher to assist the new teacher and help her or him understand the culture of the school. Often the support teacher is designated as a "mentor teacher." Schein (1978) concluded that the term "mentor" has been used loosely to mean "teacher," "coach," "trainer," "role model," "developer of talent," "opener of doors," "protector," "sponsor," and "successful leader," but that it ought to apply only to those who play several of these roles.

For those administrators and educators developing induction programs, guidelines offered by Phillips-Jones (1983), Alleman et al. (1984), or Kram (1985) might be incorporated into their designs. These guidelines relate to the mentor-protege phenomenon in the induction programs and beyond. A current discussion of teacher induction programs can be found in the January-February, 1986 issue of the Journal of Teacher Education which is devoted entirely to this theme.

According to Hoffman et al. (1985:4), induction is currently defined in the American educational setting as "the process of transition from student of teaching to teaching." Further, he stated that the definition that guided his research is that the "induction program is a systematically planned and implemented process conducted during the first year of teaching and directed toward stated outcomes." In the United States there appears to be a move on the part of state policy-making bodies to mandate programs aimed at beginning teachers; these are usually known as induction programs.

These induction programs for first year teachers generally have two goals: assistance and assessment of the beginning teacher. For example, in State #1, a House Bill "requires teachers who graduate after January 31, 1982 to participate in an induction program during their initial year of teaching in order to qualify for a state teaching certificate" (Hoffman et al., 1985:60). A local committee of three, including an experienced teacher, an administrator, and another educator, is assigned to provide assistance to the new teacher and to determine whether the teacher will be recommended for certification. The district is responsible for establishing an assistance/assessment committee to work with each new teacher. The induction program, according to Hoffman, resulted from "a cry from the public for more qualified [educators]." However, no additional funds were appropriated, and, consequently, by far the greater share of the costs of implementation was borne by the districts.

Most state-mandated programs require that, in order to receive certification, beginning teachers must demonstrate competence in a standardized set of teaching behaviors. Assistance is often viewed as remediation. Thus the primary function of the state programs is screening, or gatekeeping. Consequently, most lack several of the features of a professional internship approach.

Many have argued that the first year of teaching is both traumatic and critical in determining whether a person will stay in teaching and what type of teacher that person will become. Given the uniqueness and significance of that first year of teaching, one might expect assistance programs for beginning teachers to be common in schools. Given also the fact that educators continue to promote the professionalism of educators, and that most professions have a regular carefully-planned induction year, often known as internship, one might expect great pressures for a professional induction year among teachers. In contrast, education stands out as one of the few professions in which a novice is expected to assume full responsibility and a full work load from the outset. Teachers are left on their own to learn the system, work out their problems and formulate their work roles.

It is fairly safe to say that state legislated induction programs are motivated by a desire to screen out incompetent beginning teachers and provide assistance to those teachers who may benefit from it. However, they do not qualify to be called professional internships because they do not mandate the essential criteria such as reduced load at the beginning, gradual assumption of tasks and responsibilities, reduced pay, absence of professional control, and governance by an independent board. These induction programs are aimed much more at selection of good teachers than at developing skills and easing the transition into full-time teaching.

Current Developments in First-Year Teaching

According to Goertz (1986), at least 15 states of the U.S.A. have introduced special first-year teacher programs to provide organizational and personal support during the induction period of beginning teachers. Again, as with previous attempts at providing teaching internships, a variety of terminology and programs is appearing on the scene. However, common characteristics are evident in a number of these programs. Three examples of current beginning teacher programs are provided to illustrate the new developments in teacher induction.

Florida's Beginning Teacher Program (1985) is among the most advanced at this time. The major characteristics are as follows:

1. The program provides support services for beginning teachers, to assist them in their professional development and to verify satisfactory performance of the Florida Generic Teaching Competencies;
2. The BTP is a formal program of at least one full year;
3. All first-year teachers must complete the BTP successfully before being granted professional teaching licences;
4. The beginning teachers receive full pay;
5. A support team is provided;
6. The first summative observation is completed during the first 45 school days; and successful demonstration of 35 generic teaching competencies is required at stated intervals during the year.

In addition, the following minimum State requirements apply to the full-year Beginning Teacher Program in Florida:

1. An approved program of professional development with (a) one full year of satisfactory service (180 days plus pre and postschool); and (b) verification of the Florida Generic Teaching Competencies by the principal;
2. Support staff including (a) a peer teacher; (b) building level administrator; and (c) another

professional educator;

3. A Professional Development Plan;
4. Supervised support services;
5. Three formative observations and conferences by support staff;
6. Two summative evaluations and conferences by the principal or designee, with (a) the first observation to be done within 45 days of the start date; (b) a State approved evaluation instrument is required; and (c) the evaluator must have training in the use of the instrument; and
7. A portfolio.

Pennsylvania (1986) has adopted a first-year teacher program somewhat similar to that of Florida. Its induction program is a "field based, cooperative, professional experience for beginning teachers." In this program, each school must submit for Departmental approval a plan for the induction experience for first-year teachers.

The purpose of the program is "to bridge the gap between student teacher and teacher." The program appears to have more flexibility than that developed in Florida, but it has most of the same features. It is based on a number of pilot programs completed in previous years.

Kentucky (1986) has introduced a statewide "Beginning Teacher Internship Program" which consists of a full year of teaching in a classroom for which the teacher has full responsibility. The internship program provides for supervision, assistance and assessment of all beginning teachers through a beginning teacher committee. An internship is begun after completion of a teacher preparation program including student teaching, and after successfully completing the National Teacher Examinations (3 core battery; 1 special area). This results in an award of a provisional certificate conferring status as a certificated teacher. Successful completion of the internship year results in a five-year teaching certificate.

These three examples illustrate the trend in U.S.A. programs toward facilitation of the transition from student to professional teacher. Significant aspects of the induction programs appear to be as follows:

1. The State Department sets program policies and regulations;
2. School boards are responsible for program operation;
3. Each beginning teacher is hired at full pay;
4. Provision of assistance through a mentoring team is the major characteristic of each program;
5. Formal assessments must be made;
6. Each beginning teacher must pass a State-determined examination;
7. Successful completion of the "beginning year" leads to certification.

Bavaria, West Germany: ⁴The Practical Preparation of Teachers

Following successful completion of the first state examination in Bavaria, each "intern"--a provisional teacher--is made aware of all the tasks of a teacher through practical experiences at the gymnasium (high school).

The preparation time is two years in length and it consists of three separate periods. In the first period the intern takes a position in a school which has a training contract with a "Faculty of Education." Here the intern, under the supervision of an experienced consultant teacher, receives training in methods related to the chosen subject area, is informed of the application of psychology and pedagogy, and learns about the organizational problems of the school.

Next the intern takes part in instruction as an observer, begins to participate in the first lessons, and then finally takes over a class completely. During the second period, which lasts for a full year, the intern instructs independently in a different school. A supervising or cooperating teacher is available for consultation during this time. The intern is provided with regular opportunities to discuss teaching experiences with the originally assigned supervising teacher(s). During this time the intern also prepares a paper dealing with academic or pedagogical problems.

After a year the intern returns to the first school, where the preparation is completed. Following this period the intern writes a pedagogical examination. In the final assessment, a general evaluation of three teaching lessons, the written assignment and an oral examination are combined. A combined final mark is calculated from the achievements in the academic and pedagogical examination.

During this "internship" the candidate receives a salary that is less than a teacher's salary; it is somewhat higher for married than for single students.

Extended Practica

Terminology surrounding preservice school experience. Contributors to the literature on teacher education and designers of preservice teacher preparation programs have blurred the distinction between terms such as "internship" and "practicum." In Alberta, for example, the University of

⁴Taken from Wege zum Lehrerberuf in Bayern. Herausgegeben vom Bayerischen Staatsministerium fuer Unterricht und Kultus, May 1972, pp. 48-59.

Calgary's 13-week program culminates in "a relatively independent activity. . . . [of] total immersion and teaching responsibility" (Cuff, 1977:110) for 20 full days. It "approximates as far as possible a typical teaching day" (Hickling-Johnston, 1981:13) and is referred to as "extended practicum." The University of Lethbridge's 17-week equivalent has been described as both "extended practicum" and "extended, continuous field experiences" (Sloan, 1977), whereas the program at the University of Alberta is known as "practicum," or "field experiences" (University of Alberta, 1984:VI-12,13). In previous years, however, the "professional year" at the University of Alberta was described by Hodysh and Miller (1974:27-29) as "internship." Joyce's (1981:28) discussion of preservice activities of these kinds employed the label "clinical training," and Tanruther (1972) advocated equivalent "clinical experiences for the student teacher or intern." Turney, Thew and Jacks (1977:32) added "in-school experience," "teaching rounds," and "micro-teaching" to describe similar experiences, and they defined "internship" for students teachers broadly as

an extended period of placement in the school with complete responsibility for the teaching of pupils but with limited or lesser work load than that for a full qualified teacher. The internship requires also continuing regular contact and liaison with the training institution for the satisfactory completion of final attainments for a teaching qualification.

In the United States, the Western Interstate Commission for Higher Education (1982:6,7) adopted an even more expansive view of "internship," viewing it as a component of a wide variety of postsecondary undergraduate and graduate academic programs. Elsewhere, similar preservice teaching experiences have been entitled "field-based clinical programs" and "residency" (Stoltenberg, 1981:16; Jones and Barnes, 1984:5) and "extended field experience" (Applegate and Lasley, 1984), whereas Salzillo and Van Fleet (1977:28) used the terms "student teaching" and "internship" interchangeably.

"Internship" has long been a label for student practicum experiences in United States teacher education programs, in particular. In 1969, the System Development Corporation's (1969) report on ten innovative initial training plans described student teaching "internships" at the Universities of Georgia, Massachusetts, Pittsburgh, Toledo and Wisconsin, and Michigan State University, Teachers College, Columbia University, as well as in the Wisconsin Elementary Teacher Education Program. Some programs included salary payments; otherwise, all were conventional practicum programs. The definition of an "intern" for the purposes of these programs was: "a student working as teacher but not yet having completed the model's training program." More recently, a Nevada study (Kunkel

and Dearmin, 1981:23) also recorded "internship" elements of first degree teacher education programs at the Universities of Wisconsin, New Mexico, Stanford and Southern California.

A seminal publication by the Association for Student Teaching (1968, cited in Wilson and D'Oyley, 1973:12) defined internship in teacher education as

an integral part of the professional preparation of the teacher candidate, having been preceded by successful observation-participation and student teaching or equivalent clinical experiences in a school environment, and is planned and coordinated by the teacher education institution in cooperation with one or more school systems. The intern is contracted by and paid by a local school board, assigned a carefully planned teaching load for a school year, and enrolled in college courses that parallel his professional experience. The intern is supervised both by a highly competent teacher who is recognised for his supervisory capacity and is assigned released time to devote to the supervision of interns and by a college supervisor who makes a series of observations and works closely with the school supervisor and the intern.

This definition has become something of a standard within the teacher education literature, and it describes the major components of many past and present "internship" programs across the world. Yet it fails to satisfy the general intent and other criteria of the professional internship concept elaborated upon earlier; examination of the development and operation of some of these preparatory programs indicates the reasons.

Historical background of extended practica in Alberta.

The report of a recent Ministerial review of school experience programs in Alberta universities (Committee to Evaluate the Extended Practicum Programs at Alberta Universities, 1981:1-5) highlighted that, as early as 1905, the Calgary Normal School was concerned about providing intending elementary teachers with "sufficient practice teaching opportunities." By 1914, its four-month teaching certificate course offered each student approximately eight practice lessons. By the mid-1920s, Edmonton's newly-established normal school had expanded both the period of teacher training and the observation and practice teaching component, the latter comprising 35 half-days in urban and rural school settings. The 1930s saw the University of Alberta's School of Education offering secondary education students "two full days each week for a six-week session in junior high schools, and an 18-week session in public high schools in Edmonton;" however practice teaching opportunities were severely restricted during World War II.

After the war, the University of Alberta became responsible for all teacher education in the Province; this university's program incorporated a six-week practice teaching element. Post-war teacher shortages brought other avenues of teacher certification with limited school practice, however, minimum requirements gradually firmed until, by the 1960s, education students were required to complete two-year programs with six-week practicum components. In 1977, the Alberta legislature introduced a policy directed toward the development of twelve full weeks of practical school experiences as part of three year minimum preparation programs. In 1981, minimum periods for preparation programs were extended to four years, and the extended practicum requirement became mandatory.

Many of the current programs in Alberta and other Canadian educational institutions reflect this trend to extended practicum periods--a trend that supports an early stand by the Canadian Teachers' Federation (1973:1,4). In 1973, this body recommended that programs of teacher preparation should include at least one semester of practicum experience, a "major part" of which should be "continuous and uninterrupted experience . . . in a school"; and it observed the rarity of programs which at that time met its criteria. Subsequently, the "internship" label has been applied to a range of preservice practicum offerings in Canadian education institutions, usually relating to the final stage of a "familiarization, limited teaching, and extended practicum/internship" sequence.

Canadian extended practicum programs. Across Canada, universities and colleges have developed teaching practicum programs--often promoting them as internships--which fulfil at least some of the definitions of internship presented earlier in this section.

Referring to the teacher preparation arrangement at the University of Saskatchewan, Richards and Thiessen (1978:63,65) described internship as a program of school-based teacher education which "may be up to sixteen weeks in length." They elaborated upon the three components of this University's preservice-internship-postinternship program. Firstly, students undertake a half course to develop specific classroom skills within a clinical supervision context. Student micro-teaching and videotaping and subsequent analysis of classroom behaviours underlie this stage of preservice preparation. "Internship," or "extended practicum," constitutes the second phase; successful completion is a legal requirement for teaching certification in Saskatchewan. Over sixteen weeks, students are treated as "members of school staffs. They are expected to enter fully into the life of the school and to experience a gradual increase in teaching load until they are carrying the approximate equivalent of a regular teacher's load."

Faculty at the teacher education institution have minimal involvement in the students' extended practicum experience, although seminars provide some measure of student-university interaction. Richert and McBeath (1979:77) added that, in programs of this kind, the students are assigned to a variety of cooperating teachers and teaching situations within the schools, rather than being confined to individual settings and supervisory contacts. And workshops allow cooperating teachers to foster relationships and encourage interns to develop autonomy in their school placements.

In spite of its brevity and institutional control, the University of Saskatchewan's internship program attends to major features of internship as it is applied in other professions. In particular, its progressive approach to classroom involvement and responsibility demonstrates a concern for providing transitional experiences for neophytes. Inclusion of this internship-like practicum in preservice education permits the University to follow up in-school experience with an optional third stage: an on-campus course to integrate theory and practice. The University of Saskatchewan's extended practicum offers student teachers the dual benefits of practical guidance in schools as well as supervision by university faculty members.

Teacher preparation at the University of Regina also includes a compulsory, one term practicum component; likewise, this is designated as an "internship" (Cuff, 1977:19). As with its neighbouring university, the University of Regina program has helped to familiarize student teachers with the demands and nature of full-time teaching while they are still working in the preservice mode.

Cuff's (1977) exhaustive review of teacher education in Canada also highlighted programs which are worthy of mention. The University of British Columbia offers Bachelor of Education programs with limited periods of student practicum experience. However, a variety of program options offer student teachers as much as one year of continuous school experience; some of these alternatives emphasize "gradual immersion into teaching" as principal objectives.

As optional features of its secondary education program, the University of Victoria also provides eight-month "intern placements" (Cuff, 1977:8) in local schools. Mickelson (1980:88-89) outlined two alternative arrangements. One is a continuous eight month practicum in schools. The other involves students for half of each day for an entire school year, with instructors visiting the schools to consult and provide academic instruction for the remaining half days. These programs focus not only on extensive school experiences but on high quality supervision

and modelling; hence, there is close scrutiny of school placements and cooperating teachers.

Cuff indicated that a full term of school experience forms the major "practice teaching" component at the University of Western Ontario. At the Ontario Teacher Education College, students act first as "teacher-aides," then as "teacher-assistants" in schools for short periods. The intention of these experiences is to "allow student teachers the opportunity to absorb the classroom atmosphere while experiencing an apprenticeship geared to the acquisition of basic rudiments in the teaching skills." One education program option at the Memorial University of Newfoundland is a "semester-long internship." Participating student teachers spend four days each week in assigned schools, and one day per week involved in seminars and field trips.

University of Manitoba education students may opt for school experience programs of up to 22 weeks. Cooperating teachers and education faculty maintain "continuous cooperation"; to improve supervision, schools allow cooperating teachers partial release from their normal teaching duties. One 100-hour special education option is directed toward the development of classroom competence, and this has been labelled "internship."

Simon Fraser University's "Professional Development Program" comprises two uninterrupted field placements in schools, the latter a sixteen week "internship." At Simon Fraser University, the emphasis remains on practicum as a learning experience rather than mere practice (Committee to Evaluate the Extended Practicum Program, 1981:15).

Campbell (1980:71-72), who saw "internship" as a "democratic, less structured, self-directed" form of the extended practicum, described and supported Queen's University's QUIP approach to internship in teacher preparation. Under QUIP, students who are thought to be independent, flexible and desirous of high-level achievement spend nine weeks in alternative practicum experiences "which have a high potential for the ambiguity and conflict that is part of the teacher's real world." They engage in "observation, decision making and problem solving" for four days each week, and participate in university activities on the remaining day. Classroom activities vary, teaching responsibility is extensive, and cooperating teachers serve not as role models of traditional techniques but as "colleagues, facilitators, and guides." QUIP is a short term specialized program of preservice experience; it is suited to the needs of only exceptionally capable students. Carney and Titley (1981:13) concluded that, in spite of its novel approach, the Queen's University program "does not seem to differ substantially from regular practica--apart from its democratic ambience."

An internship program initiated in 1967 at McGill University adopted a different approach to school experience. Although Project MEET was again a university preservice course component, it involved a team-teaching technique which sought to elevate students to a status approaching that of certificated teachers. The internship program was said (Cuff, 1977:87-88) to have the following objectives:

1. orient student teachers to their assigned school classrooms;
2. provide opportunity to observe children individually and in small groups;
3. permit student teachers to study specific school community settings;
4. acquaint and involve student teachers in daily school routines;
5. involve student teachers in designing and choosing appropriate classroom practices;
6. facilitate the development of relationships with supervising teachers;
7. allow student teachers to engage in interaction with individual pupils and groups within and outside classrooms;
8. provide opportunities for student teachers to develop and apply classroom management skills in realistic settings; and, more comprehensively,
9. enable student teachers to become progressively more involved in actual teaching situations.

Carney and Titley (1981:16), who defined teaching internship in a broad sense, admitted McGill University's preservice program as approximating internship, partly on account of its graduation requirement for admission to the program.

As with the McGill program, Mount Allison University's Internship in Teaching Programme stresses "gradualism" (Cuff, 1977:94). As Cuff recorded: "The student teacher progresses through a carefully sequenced range of learning experiences, designed to encourage professional growth and improve competence in the various teaching skills. . . ." Mount Allison's program also seeks to blend educational theory with teaching practice through carefully structured and focussed in-school experiences.

The University of New Brunswick offers a 15-week "extended practicum" for "teacher interns" as part of its teacher preparation program. At the midpoint of this field experience, student teachers are expected to assume "increased responsibility . . . for planning and implementing complete days under the guidance of the cooperating teacher" (Cuff, 1977:99).

Most other Canadian institutions cited by Cuff confine practica to periods of shorter duration. They emphasize theoretical education at the expense of ambitious preservice field experiences for students. Descriptions of school practice programs in these institutions also tend to avoid the "internship" label, although St. Thomas University's provision of a very brief (five-week) period of school experience known as "internship" (Cuff, 1977:104) is indicative of the confusion surrounding this term. Within the context of the earlier discussion of transition programs utilized in other professions, the use of "internship" as a label for such a program is misplaced.

Differences between Practicum and Internship

The "general trend in Canadian universities . . . to lengthen the total amount of time spent in field placements" (Committee to Evaluate the Extended Practicum Program, 1981:16) highlights an urgent need to clarify such terminology as "practicum" and "internship." Taylor (1981:3) inferred a distinction in his discussion of "schools in which the students undertake their practicums . . . and in which beginning teachers serve out their internship and induction periods." This view accords with the post-degree criterion of internship elaborated earlier. Following an earlier study of student teaching programs in Canada, Cuff (1972:153-154) admitted finding considerable difficulty in isolating common "internship" characteristics in a variety of existing programs so labelled by education institutions in Canada. He posited one useful classification of programs: (1) a year of practice following training (on the analogy of medical training); (2) a shorter period of orientation to the school system following training; and (3) a prolonged period of classroom experience replacing practice teaching.

In spite of their diversity, the preservice programs described above conform to the third category. Thereby, they may be distinguished from those falling into the second category, which Cuff appropriately coined "orientation," whose purpose is to acquaint the novice to a particular school setting. Further removed are programs classifiable in the first group, which employ the professional internship model outlined earlier in this chapter.

The Alberta Teachers' Association (1974:1-2) also highlighted several important factors which distinguish practicum and associated concepts from the professional internship style in education. While both concepts were seen as contributing to socialization into the profession, the following contrasting features were noted:

1. Practicum is a component of the teaching preparation program: internship follows graduation;

2. A condition of graduation is successful completion of practicum requirements: the A.T.A. observed that internship programs were "not mandatory at the present time";

3. Unqualified student teachers received no salary for practicum involvement: interns are paid for their services;

4. Students on practicum experience are supervised closely by teaching and university personnel: interns progress from initial supervisory relationships to collegial relationships with their assigned teachers;

5. Practicum activities in schools encompass the range of teaching tasks and responsibilities of teachers: internship experience focuses on specific shortcomings and needs of individual interns;

6. Student teachers are exposed to a variety of schools: internship is generally confined to participation in individual school settings; and

7. Lacking professional competence, education students are not expected to assume extensive responsibilities during field experiences: as qualified teachers, interns should take "major responsibility" in their assigned classrooms.

These differences led the A.T.A. (1974:3) to distinct definitions of "teacher candidate" and "intern." The former, who undergoes field experience, or practicum, is "a student in a faculty of education." The latter is a "certified, beginning teacher." Although this early A.T.A. statement on internship differs from the conventional pattern of internship in other professions, in its voluntary and non-certificatory nature, it records a number of similar aspects which help to clarify the concept of internship in teacher education.

Titley (1984:86-87) further contrasted the extended practicum and internship by focussing upon the close control and assignment of specific tasks that occur during student teaching and the autonomy that characterizes internship. Nevertheless, while the intern's freedom to act is extensive, internship in the professional sense is more complex than is apparent in Titley's assertion that the intern is "responsible both in the legal and educational sense for his classroom." For, regardless of the remuneration offered interns, their responsibility is not so complete as implied in that statement. By the end of their internships, interns could be expected to accept full responsibility for their actions; in the meantime, the transition must be gradual, with full recognition that each intern is a certificated teacher, in a legal sense empowered to assume responsibility in the classroom.

Again, Titley (1984:87) contended that, contrary to student teaching situations:

Flexibility is essential to enable the intern to experiment with his or her own teaching style. The

employment of a variety of teaching strategies and styles should be encouraged and permitted to ensure professional growth. The supervisor's role, then, becomes that of a colleague rather than a judge. The relationship is more akin to one between equals.

We question Titley's distinction. The practicum experience for student teachers, like internship, should offer considerable freedom for experimentation with classroom strategies to promote the development of each learner's personal teaching style. Moreover, the professional model of internship retains an evaluative intent, and the intern's supervisor must fulfil both a guiding and supporting role as well as a responsibility for professional certification. The relationship between supervisor and intern may not be described accurately with the words "colleague" or "equals."

Finally, it must be acknowledged that internship as employed in other professions is directed neither by an institution of postsecondary education nor by an employer, but by the association or other authority responsible for licensing practitioners and for setting and maintaining standards of professional conduct. Certainly, the employing hospitals or offices are directly involved in the internship programs, and continuity of theoretical and practical training and field experiences is sought. Yet, as a sequel to graduation, the professional internship experience is clearly one over which the profession exerts considerable authority.

Summary: The Distinctive Nature of Internship in Teacher Education

The British induction year, the Canadian and United States extended practica, the United States induction programs, and the United States five-year programs all share only partially the general objective of the professional approach to internship; they deal more with bridging the chasm between theory and practice than with bridging the gap between student and professional. Carney and Titley's (1981:11) generalization of the British year of transition as "in-service" and the American and Canadian models as "pre-service" is worth noting. The British induction year, as the one in Australia, is prerequisite not to teaching certification but to permanent appointment. It demands immediate acceptance of full professional responsibility. The somewhat "lightened teaching loads" (Carney and Titley, 1981:11) and occasional observation of classroom teaching and consultation between beginners and expert supervisors are insufficient grounds to view the induction year as an internship experience.

Extended programs of initial teacher preparation, as used in Canada and the United States, are university-

directed schemes which offer practical experience for short periods of time. Generally, students are not paid, for they have no status as professionals in their assigned schools. Successful completion of field experience has no direct bearing on certification for practice but merely constitutes a credit component of the undergraduate program. Some of the five-year programs are also pregraduation experiences, although in most the internship year follows graduation. As with professional internships, certification may be dependent on satisfactory performance; however, five-year plans arranged by the universities often involve considerable commitment to academic studies throughout the year and they generally demand immediate acceptance of teaching responsibility on commencement of school placement. In many instances, minimal supervision is provided; instead, the emphasis is on practice.

In some Canadian "internships," for example, those in Saskatchewan, the programs provide for school-based experiences as university students. The programs are supervised by university personnel and lead to permanent certification; however, the students work directly with supervising teachers. Their resemblance to practicum, the absence of professional control, the problem of remuneration and the direct involvement of university suggest that these schemes are more preservice than internship programs.

In Alberta, the probationary period for teachers is prerequisite to both permanent appointment and permanent certification. The beginning teacher is, however, required to accept a full load and full professional responsibility with little or no supervisory assistance. Pay is that of a regular teacher. Thus it, too, fails to meet the criteria of professional internship, especially that involving gradual transition from student to teacher.

The practical preparation of secondary teachers in Bavaria, West Germany contains most of the criteria of a professional internship. It is a two-year period following graduation, involving gradual assumption of teaching duties under professional school-based supervisors, culminating in a final examination, and providing for a salary somewhat less than that of a beginning teacher.

The professional internship model in a teacher education context seeks to assist graduates to gradually enter the profession with greater confidence and understanding of the nature, strategies and responsibilities of teaching. However, while extension of students' in-school experience may be desirable, the professional view of internship encompasses a broader purpose and a distinctive form. It is directed by the profession, and is open only to those who have already established a credible background by fulfilling initial theoretical and professional training requirements. Interns are neither

immediately invested with full responsibility for normal teaching duties nor offered direction and support merely as peripheral elements of the program. Expert support and guidance are available constantly, for they are fundamental to internship; thereby the transition from student to professional is smoothed by a gradual assumption of tasks and responsibilities in accordance with individual supervising teachers' informed appraisals of interns' progress. During this period of induction the interns not only become more skilled in professional activities, but they also become more aware of the cultural and organizational realities surrounding their profession.

The Alberta Initiation to Teaching Project

Historical Background

The idea of internship for Alberta has been mooted for many years (Bosetti, 1985). Rancier (1977:2-4), for example, expressed the Conference of Alberta School Superintendents' position when he argued for a mandatory, post-graduation internship for one year prior to full teaching certification and permanent employment. Although he saw internship as involving "a return period to the university" and some cooperation between school boards, universities and the A.T.A., Rancier regarded the administration of internships as a responsibility of school jurisdictions; they would be responsible for "structuring meaningful experience in . . . schools." Interns would be financed by Alberta Education. It should be noted, however, that this year of on-site experience was viewed as a substitute for existing extended practicum experience in Alberta's existing teacher preparation programs, although prevailing financial constraints at the time had some bearing on this stance. Moreover, evaluation of interns for subsequent professional certification was proposed as a joint responsibility of cooperating teachers (A.T.A.), superintendents (school systems) and faculty consultants (universities).

The A.T.A. (1981:1,2) subsequently advanced a different plan for internship. It also viewed internship as "a period of supervised teaching practice" and emphasized a need for individualized experiences which are "adequate and appropriate for the intern with respect to regular daily load and duration." The A.T.A. saw this plan as government-funded, and post-graduation and as a basis for deciding full teaching certification. However, the professional association wished to retain existing practicum components of teacher preparation programs, and it offered the idea of internship as "an extension of the practice period." In most instances, interns were seen as being assigned to individual teachers and classes, to serve the goal of

"preparing the new professionals to assume complete responsibility for full-time teaching assignments."

In 1981, the Minister of Education revealed his internship proposal to the Board of Teacher Education and Certification (Keller, 1981:30). At that stage, it was advanced as a possible replacement of the extended practicum and the fourth year of preservice programs. The Minister also foreshadowed competence examinations--more in accordance with the professional model of internship. The Minister received submissions from the A.T.A., A.S.T.A., Deans of the university faculties of education, the Association of Independent Schools and Colleges of Alberta as well as the Conference of Alberta School Superintendents (A.T.A., 1985), and a report on internship was prepared by the Board of Teacher Education and Certification (Small, 1985:3).

In particular, an Alberta government report entitled "The Education of Teachers in Alberta: A Model for the Future" displayed interest in five-year programs of preservice education including a three-year general education qualification followed by "two years of professional preparation, including thirteen weeks of practicum." The report further alluded to possible financial incentives for university faculties of education to "experiment with program modifications such as internship." Whether such internship schemes would become mandatory for teaching certification is not clear. In either event, by advancing professional preparation of teachers as a responsibility of the universities, the general model advanced in this report was a considerable departure from the conventional, profession-directed, paid internship program which subsequently emerged as the Initiation to Teaching Project.

The Minister finally announced the Initiation to Teaching Project (ITP) to the public on 22 April 1985.

Framework of the Program

The ITP emerged out of a "financial opportunity" (Bosetti, 1985) in which Alberta Manpower agreed to subsidize half of the \$28 million program cost. A maximum of 1800 ten-month, nonrenewable internships have been made available over the 1985-1986 and 1986-1987 school years. All interns are engaged by school boards. However, the \$15,600 cost of each salary is financed jointly by Alberta Manpower (50 percent), Alberta Education (35 percent) and employing school boards (15 percent).

Under this experimental program, the involvement of all parties is voluntary. Interns cannot be employed as substitutes for qualified teachers or teaching aides.

Eligibility for internship is restricted to Alberta residents who have completed teacher education programs within the preceding two years. Applicants must not have been recently employed either as teachers or in similar or higher-status positions, and they must be eligible for interim teaching certification. Neither the teacher education institutions nor the professional association have been extensively involved either in planning or administering the program. Instead, it is directed and evaluated by Alberta Education, private education consultants and the profession at large.

Nature of the Internships

Employing school boards were made responsible for designing individual internship activities, recruiting, placing, inducting and supervising interns, as well as evaluating the neophytes (Alberta Education, 1985c:3). The daily task of supervising interns was assigned to school principals and their "teams of associates" (Alberta Education, 1985a:4). In practice, this responsibility is borne by individual supervising teachers.

Programs had to be designed to allow interns to assume teaching responsibility progressively over the course of the year. They incorporate a wide range of teaching activities suited to individual interns, including design of procedures and materials for classroom instruction and co-curricular activities, assessments of student needs and achievement, and management of classrooms. Alberta Education also expected interns to be exposed to other professional experiences in which members of the profession regularly engage: inservice programs, parent-teacher interaction and collegial associations with other members of staff. It was also expected that supervising teachers would discuss with interns their expectations of the interns' roles, and that they be responsible for conducting formative evaluations of the interns' work.

In evaluating interns, Alberta Education (1985d:5) required supervising teachers to employ criteria and procedures similar to those now used to evaluate teachers within school jurisdictions; they must include assessments of interns' performance with regard to "planning, problem solving, decision-making, professional relationships, [and] other teaching tasks and responsibilities." At the conclusion of contract periods, interns must receive written assessments of their performance.

Objectives of the Alberta Initiation to Teaching Project

Alberta Education (1985a:1) and the Deputy Minister of Education (Bosetti, 1985) identified the following goals of ITP:

1. Provision of professional training for beginning teachers. By supplementing the theoretical education and limited practical experience offered by university faculties of education, ITP is intended to ease the transition from the role of student to that of teacher. Alberta Education presented this as the major purpose of ITP.

2. Provision of employment. ITP created immediate employment opportunities for certificated teachers who otherwise would not have obtained jobs. A generally unsatisfactory employment situation, particularly in the teaching profession, together with an availability of funds, led to immediate inception of ITP (Bosetti, 1985).

3. Pursuit of improvements in teacher education. Bosetti described ITP as "the largest experiment in education in North America today." A two-year experimental project, ITP provides opportunity for the Provincial authority to evaluate the professional internship model in a teaching context.

4. Appraisal of interns' suitability for appointment in the profession.

5. Professional development of supervising teachers.

By implication, such a program is also intended to contribute to long-term educational advancement, by providing extended practice for beginning teachers under the guidance of experienced, expert practitioners. This could be expected to improve the quality of fledgling teachers as well of future educational attainment. An internship program might also be expected to generate immediate educational improvement; for, by supplying additional teaching input to educational settings, school students may benefit over the two years of the project.

ITP: A Professional Approach to Internship

Clearly, Alberta's ITP has much in common with the internship, or articling, model employed in professions such as law, accounting, architecture and, to a lesser extent, medicine and pharmacy. It also accords with the arrangement of internship in teaching employed in the United States in the 1930s, except that it is a sequel to a more substantial preservice program and is organized within the profession at the Provincial level (Alberta Education) rather than by individual schools or school systems. Also, as an experimental project, ITP is at this time a voluntary internship activity; it has no bearing upon teaching certification. This contrasts with internship programs in other professions.

Teaching differs from other professions in that its professional associations, such as the A.T.A., are not the bodies which licence members to practice as professionals. As licencing in Alberta is a responsibility of Alberta Education, it may also be consistent with the professional model for the decision concerning an internship program to rest with that authority. ITP fulfils this and the remaining criteria of internship developed earlier in this chapter.

Conclusion

The term "internship" has been used as a name for many different practices, especially in education. For this reason, it is important to differentiate among "apprenticeship," "induction" and "practicum" as forms of learning in conjunction with practice, and "internship" as a program to assist the beginning professional to make a gradual transition from academic preparation to full-time, independent professional practice.

In general, interns are graduates with approved degrees who participate in a variety of professional tasks under the direction of supervising professionals. Internships are administered by the association responsible for the practice of professionals. The overriding aim of teaching internships is to provide opportunities for professional growth where theoretical approaches and newly observed and developed strategies can be tested under supervision and without full professional responsibility. As such, internship is neither an "inservice" nor a "preservice" activity but a guided introduction to professional employment and responsibility.

The significance of the problems encountered by first-year teachers is recognized almost universally. Adoption of the professional internship concept in education as a means of solving these difficulties is, however, not generally supported. A number of American states have implemented a special beginning teacher programs to reduce the trauma of first year teaching, develop basic teaching competencies, and reduce the possibility of inadequately prepared teachers entering the profession.

The Initiation to Teaching Project (ITP) in Alberta is a teaching internship program introduced by Alberta Education in September 1985. Nine hundred internships have been made available to school boards for each of the next two years. The internships are administered by Alberta Education and the profession at large, and the supervision and evaluation of interns is delegated to school authorities. The ITP in Alberta is intended to make the first year of teaching less traumatic while instilling the

requisite skills of teaching in the beginning teacher. In order to achieve these goals, the ITP is characterized by reduced work loads for the intern, voluntary participation, and reduced pay as an indication of the gradual assumption of tasks and responsibilities by the neophyte. As a two-year program with voluntary participation, it cannot be regarded as a fully developed internship program for teachers. The experience gained through this experiment, however, should provide valuable information for decisions about the usefulness and feasibility of the internship concept in educational settings.

References

Alberta Advanced Education and Manpower

1977 "Internship program: Purpose, function, procedures." Edmonton: AAEM.

Alberta Association of Architects

1981 "Education and training regulations." Edmonton.

Alberta Education

1984 "The education of teachers in Alberta: A model for the future." Edmonton: Queen's Printer.

Alberta Education

1985a "The initiation to teaching project." Unpublished document. Edmonton.

Alberta Education

1985b "Application instructions for the initiation to teaching project." Memorandum to Local School Jurisdictions, Private Schools and Private E.C.S. Operators. Edmonton.

Alberta Education

1985c "Initiation to teaching project: project guidelines." Unpublished document. Edmonton.

Alberta Education

1985d "Initiation to teaching project." Memorandum to All Superintendents, Private Schools Category I and II and Private E.C.S. Operators. Edmonton.

Alberta Education

1985e "Initiation to teaching project: project monitoring guidelines." Unpublished document. Edmonton.

Alberta Pharmaceutical Association

1985 "Internship manual." Edmonton.

Alberta Teachers' Association

1974 "Internship: the ATA concept." Second Revision. April.

Alberta Teachers' Association

1975 "Submission to the Minister of Education of the Province of Alberta." Edmonton.

Alberta Teachers' Association

1981a "Internship: position of the Alberta Teachers' Association. Edmonton.

Alberta Teachers' Association

1981b "ATA magazine." Edmonton.

Alberta Teachers' Association

1985a "The ATA news." Edmonton: Alberta Teachers' Association. March 11.

Alberta Teachers' Association

1985b "The initiation to teaching project: information for ATA members." Unpublished document.

Alleman, E. & Newman, I.

- 1984 "Interpersonal perceptions in mentoring relationships." Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans.

American Society for Engineering Education

- 1983 College Industry Education Conference. Washington, DC: American Society for Engineering Education.

American Society for Nursing Service Administrators

- 1980 Transition Programs in Nursing: Orientation and Internship. Chicago: American Hospital Association.

Andrew, M. D.

- 1974 "Teacher leadership: a model for change." Bulletin 37 of the Association of Teacher Educators, Washington, D.C.

Andrew, M. D.

- 1984 "Restructuring teacher education: the University of New Hampshire's five year program." Durham: University of New Hampshire. U.S., Educational Resources Information Center. ERIC Document ED 250 310.

Andrews, I. H.

- 1986 "An investigation of the academic paradigms underlying induction programmes in five countries." Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco.

Andrews, J. H. M. & Rogers, W. T. (Eds.)

- 1981 "Canadian research in education: a state of the art review." Report prepared for the Social Sciences and Humanities Research Council of Canada. Vancouver: University of British Columbia.

Applegate, J. A. H. & Lasley, T. J.

- 1984 "What co-operating teachers expect from preservice field experience students." Teacher Education 24(April):70-82.

Association of Canadian Medical Colleges

- 1980 "Canadian medical education statistics." A.C.M.C., Ottawa.

Association for Student Teaching

- 1968 Internships in Teacher Education, 47th Yearbook of the Association for Student Teaching. Washington, DC: Association for Student Teaching, National Education Association.

Becker, L. B. et al.

- 1984 "The development of professional values of journalists." U.S., Educational Resources Information Center. ERIC Document ED 246 456.

Bell, T. H.

- 1984 A Nation Responds. Washington, D.C.: U. S. Government Printing Office.

Berkell, D. E. & Schmelkin, L. P.

- 1984 "A pre- and post-practicum comparison of teacher interns' perceptions of diagnostic information." U.S., Educational Resources Information Center. ERIC Document ED 255 521.

- Bloss, J. L.
1984 Internships. Cincinnati, Ohio: Writer's Digest Books.
- Bluestein, J.
1982 Impact analysis: the effect of the APS-UNM graduate intern program on teacher performance." U.S., Educational Resources Information Center, ERIC Document ED 235 173.
- Bosetti, R. A.
1985 Address to students of educational administration. The University of Alberta, Edmonton. 9 July.
- Boyan, N. J.
1965 "The intern team as a vehicle for teacher education." Journal of Teacher Education 16(1):17-24.
- Brown, M. H. & Willems A. L.
1977 "Lifeboat ethics and the first year teacher." The Clearing House 51:73-75.
- Brown, W. E.
1983 "Dentistry." In Handbook of Health Professions Education. McGuire, C. H. et al. (Eds.) San Francisco: Jossey-Bass.
- Bush, R. N.
1977 "We know how to train teachers: Why not do so!" Journal of Teacher Education 28(6):5-9.
- Bush, R. N.
1983 "The beginning years of teaching: A focus for collaboration in teacher education." U.S., Educational Resources Information Center. ERIC Document ED 232 985.
- Campbell, D. S.
1980 "The internship in teacher education." Teacher Education 16(April):70-78.
- Canadian Teachers' Federation
1973 "The practicum in Canadian teacher education." Report of an Informal Survey of Teacher Education Institutions, 1972-73. Ottawa.
- Carney, R. J. & Titley, E. B.
1981 "Internship." Paper presented to the Internship Ad Hoc Committee of the Board of Teacher Education and Certification. Department of Educational Foundations, University of Alberta.
- Carter, A.
1982 "The probationer." In The Education of Teachers in Canada, 5th Yearbook of the Canadian Society for the Study of Education. McIver, D. A. (Ed.) Edmonton: CSSE.
- Central Office of Information, London
1974 "Teacher training in Britain." London: British Information Services. Document Number R5279/74.
- Centre for Cooperative Education, Faculty of Engineering, University of Alberta
1985 "Employers handbook" and "Information for prospective students." Faculty of Engineering, University of Alberta, Edmonton.

Channon, G.

- 1971 "Trends in teacher preparation curricula in Canada." Paper presented at the Annual Meeting of the American Educational Research Association, New York.

Chapman, D. W.

- 1983 "A model of the influences on teacher retention." Journal of Teacher Education 34(5):43-49.

Clark, R., Johnson, R., Kessler, R. & Schultz, K.

- 1984 "Recruiting talent into public school teaching: an analysis from one successful pilot program." Journal of Teacher Education 35(6):2-4.

Clifton, R. A.

- 1979 "Practice teaching: survival in a marginal situation." Canadian Journal of Education 4(3):60-74.

Clifton, Rodney A.

- 1980 "A response to Mickelson." Canadian Journal of Education 5(1):91-92.

College of Physicians and Surgeons of the Province of Alberta

- 1984 "Licensure requirements." Edmonton.

Committee to Evaluate the Extended Practicum Program at Alberta Universities

- 1981 "Theory to practice." Report to the Ministers of Alberta Education and Alberta Advanced Education and Manpower. Edmonton: Queen's Printer.

Commonwealth Secretariat

- 1973 Teacher Education in a Changing Society. Proceedings of the Commonwealth Conference on Teacher Education, Nairobi, Kenya. London.

Cooperman, S.

- 1986 The New Jersey Provisional Teacher Program. Trenton: New Jersey State Department.

Corman, B. & Olmsted, A. G.

- 1964 The Internship in the Preparation of Elementary School Teachers. East Lansing, Michigan: College of Education, Michigan State University.

Cuff, H.

- 1972 "A descriptive and comparative study of student teaching practices in Canada, 1970-1971." Ed.D. dissertation, School of Education, Boston University. University Microfilms, Ann Arbor, Michigan.

Cuff, H.

- 1977 "Student teaching practices in Canada, part I: A description." Memorial University of Newfoundland.

Daniel, W. W. & Pugh, H.

- 1975 "Sandwich courses in higher education." PEP report on CNAAs degrees in Business Studies. London: PEP.

DeAnda, N.

- 1982 "An executive training program." U.S., Educational Resources Information Center. ERIC Document ED 233 500.

- DeAnda, N. & Downey, M. B.
1982 "Women and minorities' leadership program in educational research and development." U.S., Educational Resources Information Center. ERIC Document ED 233 499.
- Denemark, G. & Nutter, N.
1980 "The case for extended programs of initial teacher preparation." U.S., Educational Resources Information Center. ERIC Document 180 995.
- Ducharme, E. R.
1985 "Establishing the place of teacher education in the university." Journal of Teacher Education 36(4):8-11.
- Dunbar, J. B.
1981 "Moving to a five-year teacher preparation program: the perspective of experience." Journal of Teacher Education 32(1):13-15.
- Eggleston, S. J.
1974 "Initial and continuing training of teachers: new trends and concepts." In New Patterns of Teacher Education and Tasks: General Analyses. Paris: OECD.
- Evangelauf, J.
1987 "National board to certify schoolteachers to be chartered this summer." The Chronicle of Higher Education . (25):1-22.
- Evans, N.
1978 Beginning Teaching in Professional Partnership. London: Hodder and Stoughton.
- Evertson, C. M., Hawley, W. D. & Zlotnik, M.
1985 "Making a difference in educational quality through teacher education." Journal of Teacher Education 36(3):2-12.
- Florida Department of Education
1985 "Florida beginning teacher program." Tallahassee, Florida: Department of Education.
- Fiorio, D. H. & Koff, R. H.
1977 "Model state legislation: continuing professional education for school personnel." U.S., Educational Resources Information Center. ERIC Document ED 147 309.
- Frey, K. R. & Murphy P. J.
1982 "The integration of theory and practice: a primary focus of teacher education internships." U.S., Educational Resources Information Center. ERIC Document ED 238 789.
- Gaede, O. F.
1978 "Reality shock: a problem among first-year teachers." The Clearing House 51:405-409.
- Gilliss, G. C.
1981 "Teacher education--today and tomorrow." Teacher Education (October):6-23.
- Goertz, M. E.
1986 State Educational Standards: A 50-State Survey. Princeton, New Jersey: Educational Testing Service.

Government of Alberta

- 1959 Report of the Royal Commission on Education in Alberta. (The "Cameron Report.") Edmonton: Queen's Printer.

Government of Alberta

- 1984 "The education of teachers in Alberta: a model for the future." (The "Deans' Paper.") Edmonton: Queen's Printer.

Gowdy, K. K.

- 1983 "Improving the transition of college graduates to industry--a faculty member's perspective." In College Industry Education Conference. Washington, DC: American Society for Engineering Education.

Griffin, G. A.

- 1985 "Teacher induction: research issues." Journal of Teacher Education 36(1):42-46.

Gross, L. S.

- 1981 The Internship Experience. Belmont, California: Wadsworth.

Hadley, E. (Ed.)

- 1982 Teaching Practice and the Probationary Year. London: Edward Arnold.

Hanson, D. & Herrington, M.

- 1976 From College to Classroom: The Probationary Year. London: Routledge and Kegan Paul.

Harrington, L. G. et al.

- 1983 "Guide to vocational-technical education. Program alternatives: secondary and postsecondary. An introduction." U.S., Educational Resources Information Center. ERIC Document ED 226 254.

Hennessy, B. C.

- 1970 Political Internships: Theory, Practice, Evaluation. University Park, Pennsylvania: Pennsylvania State University.

Hensarling, P. R. & Erlandson, D. R.

- 1980 "Handbook for the supervision of the intern in school administration." U.S., Educational Resources Information Center. ERIC Document ED 242 090.

Hickling-Johnston Limited

- 1981 "Review of teacher program evaluations conducted for the extended practicum program." Appendix C, Report of the Committee to Evaluate the Extended Practicum Program: Edmonton: Queen's Printer.

Hodysh, H. W. & Miller, P. J.

- 1974 "Integration and the professional year." Teacher Education 7:26-31.

Hoffman, J. V. et al.

- 1985 Teacher Induction Study: A Final Report of a Descriptive Study. Austin, Texas: The University of Texas at Austin, Research and Development Center for Teacher Education.

Hoffman, J. V. et al.

- 1986 "A study of state-mandated beginning teacher programs." Journal of Teacher Education 37(1):16-21.

- Holmes, B.
1973 "Teacher education in England and Wales: a comparative view." In The Education of Teachers in Britain. Lomax, D. E. (Ed.) London: Wiley.
- Holmes Group, Inc.
1986 Tomorrow's Teachers. East Lansing, Mich.: Holmes Group, Inc.
- Horowitz, M.
1967 "Project MEET." McGill Journal of Education 2(2):183-185.
- Horowitz, M.
1974 "Teacher education: souffle de fromage, or cheese omelet?" In Educating Teachers: Critiques and Proposals. Symposium Series #4. Myers, D. & Reid, F. (Eds.) Toronto:OISE.
- Horowitz, M.
1984 "Teacher education and professional development." Keynote Address. Canadian Society for the Study of Education, 12th Annual conference, Learned Societies, University of Guelph.
- Hrynyk, N.
1987 Issues in Teacher Education: A Review of the Literature. Faculty of Education, University of Alberta.
- Inglis, J. D.
1981 "Student motivation in reading activities: An assessment of teacher corps intervention activities at Holland Elementary School." U.S., Educational Resources Information Center. ERIC Document ED 225 951.
- Inglis, J. D.
1982a "Teaching reading in the content areas: Summary and assessment of project intervention at Springfield High School. Teacher Corps Program '79." U.S., Educational Resources Information Center. ERIC Document ED 225 959.
- Inglis, J. D.
1982b "Math 'hotline' and other activities: assessment of project intervention at Dorr Street School. Teacher Corps Program '79." U.S., Educational Resources Information Center. ERIC Document ED 225 961.
- Jones, A. H. & Barnes, C. P.
1984 "The California consortium: a case study on seeking change in teacher education." Journal of Teacher Education 35(6):5-10.
- Joyce, B.
1981 "The Phoenix plan: Essential reform in teacher education." Appendix B, Report of the Committee to Evaluate the Extended Practicum Program. Edmonton: Queen's Printer.
- Kane, P.
1984 "PEEPing out of the ivory tower: Preparing educators for nonschool settings." Phi Delta Kappan 65(9):621-624.
- Keeler, B. T.
1981 "Some practical second thoughts on internship." The ATA Magazine 61(4):30.

Kentucky Department of Education

- 1986 "Handbook for beginning teachers." Frankfort, Kentucky: Department of Education

Klagholz, Leo & Cooperman, S.

- 1983 "Certification reform." U.S., Educational Resources Information Center. ERIC Document ED 241 171.

Koehler, V.

- 1979 "The future of teacher preparation and research on teaching." Theory into Practice 18(3):200-204.

Kram, K. E.

- 1985 "Improving the mentoring process." Training and Development Journal 39(4):40-43.

Kunkel, R. C. & Dearmin, E. T.

- 1981 "The political and ideological development of a fifth year statewide internship." Journal of Teacher Education 32(1):19-23.

Lang, H., Cornish, W. & Trew, L.

- 1980 "Partners in training." Education Canada Fall:14-21.

Lanier, J. E. & Little, J. W.

- 1986 "Research on teacher education." In Handbook of Research on Teaching (3rd ed.). Wittrock, M. C. (Ed.) New York: Macmillan, 561.

Lareau, A.

- 1986 "A comparison of professional examinations in seven fields: Implications for the teaching profession." The Elementary School Journal. 86(4):553-569.

Lasley, T.

- 1986 Editorial in Journal of Teacher Education 37(1) January-February.

Law Society of Alberta

- 1985a "Bar admission course: memorandum to principals." Edmonton.

Law Society of Alberta

- 1985b "Bar admission course: student manual." Edmonton.

Leeds University Institute of Education

- 1974 Teacher Education: The Teachers' Point of View. Slough, Berkshire: NFER.

Lemberger, A. P.

- 1983 "Pharmacy." In Handbook of Health Professions Education. McGuire, C. H. et al. (Eds.) San Francisco: Jossey-Bass.

Lewis, I.

- 1982 Teaching Practice and the Probationary Year. London: Edward Arnold.

Lomax, D. E. (Ed.)

- 1973 The Education of Teachers in Britain. London: Wiley.

- MacKay, A.
1979 Project QUEST: Teaching Strategies and Pupil Achievement. Occasional Paper Series, Research Report #79-1-3. Edmonton, Alberta: Centre for Research in Teaching, Faculty of Education, University of Alberta.
- McDonald, B. A.
1983 "Teaching internship. Supervisor's guide." U.S., Educational Resources Information Center. ERIC Document ED 230 678.
- McGuire, C. H., Foley, R. P., Gorr, A. & Richards, R. W. (Eds.)
1983 Handbook of Health Professions Education. San Francisco: Jossey-Bass.
- McIntosh, G.
1987 The Dynamics of Diversity. Edmonton: Faculty of Education, University of Alberta.
- McIntyre, D. J.
1983 Field Experiences in Teacher Education. Washington, DC: Foundation for Excellence in Teacher Education.
- McIver, D. A.
1978 The Education of Teachers in Canada, 5th Yearbook of the Canadian Society for the Study of Education. Edmonton: CSSE.
- Mickelson, N. I.
1980 "Practice teaching: a comment and a partial solution." Canadian Journal of Education 5(1):87-90.
- Miller, C. & Elrod, W. T.
1982 "Individually prescribed education: a case study." U.S., Educational Resources Information Center. ERIC Document ED 228 218.
- Miller, P. J.
1986 Address to students of the Seminar in Teacher Education. University of Alberta. 14 February.
- Miller, P. J. & Taylor, G. D.
1984 "The theory-practice relationship in teacher education: Need there be any?" Alberta Journal of Educational Research 30(4):332-339.
- Mirabito, M. et al.
1983 "Trilingual education learning environment program, 1981-1982." U.S., Educational Resources Information Center. ERIC Document ED 238 994.
- Mitchell, J. S.
1978 Stopout!: Working Ways to Learn. Garrett Park, MD: Garrett Park Press.
- Mitchell, M. L. & Nicolaou A.
1984 "From multidisciplinary to interdisciplinary: training the educateur." U.S., Educational Resources Information Center. ERIC Document ED 245 490.
- Mosrie, D.
1986 "Florida's beginning teacher program: One principal's view." NASSP Bulletin (May): 110-113.

Murphy, T. P.

- 1973 "An academic perspective on internships." In Government Management Internships and Executive Development: Education for Change. Murphy, T. P. (Ed.) Lexington, Massachusetts: Lexington.

Murray, J.

- 1982 "The extended program for teacher training: a procedural critique." Journal of Teacher Education 33(5): 2-5.

National Center for Public Service Internship Programs

- 1976 A Directory of Public Service Internships: Opportunities for the Graduate, Post Graduate and Mid-Career Professional. Washington, DC: NCPSIP.

National Commission for Excellence in Teacher Education

- 1985 A Call for Change in Teacher Education. Washington, D.C.

National Commission on Excellence in Education

- 1984 A Nation at Risk. Washington, D. C.

Nichol, H. J.

- 1968 "An internship programme in teacher education and its effect on the attitudes of interns." Unpublished M.A. thesis, McGill University, Montreal.

Organisation for Economic Co-operation and Development

- 1974 New Patterns of Teacher Education and Tasks: General Analyses. Paris: OECD.

Peat, M. & Partners

- 1982 "Western Canada Health Manpower Training Study." Section III, Category 3 Reports (Parts I and II) and Category 5 Reports. Provinces of British Columbia, Alberta, Saskatchewan and Manitoba.

Pennsylvania Department of Education

- 1986 "Guidelines for the Pennsylvania induction program." Harrisburg.

Phillips-Jones, L.

- 1983 "Establishing a formalized mentoring program." Training and Development Journal 37(2):38-42.

Porter, S. B.

- 1978 "Lest we forget: the role of internships in speech communication." U.S., Educational Resources Information Center. ERIC Document ED 248 554.

Rancier, G. D.

- 1977 "Superintendents' 1975 position on teacher certification in Alberta as related to internship." Paper presented to the ATA Annual Teacher Education Conference, Barnett House, Edmonton.

Reilly, D. & Haworth, S.

- 1983 "Improving teacher education: The need for coordination." Education 103(4):326-332.

Renetzky, A. & Schlachter, G. A.

- 1976 Directory of Internships, Work Experience Programs, and On-The-Job Training Opportunities. Thousand Oaks, California: Ready Reference Press.

- Resnick, R. J.
1984 "Training for hospital practice: Internships, residencies, and credentials." U.S., Educational Resources Information Center. ERIC Document ED 250 996.
- Richards, L. & Thiessen, S. J.
1978 "Some problems in the supervision of field experiences." In The Education of Teachers in Canada, Fifth Yearbook of the Canadian Society for the Study of Education. Edmonton: CSSE.
- Richert, R. & McBeath, A. G.
1979 "Forging the link between the campus and the classroom." Teacher Education 14(April):72-78.
- Rinehart, A. D.
1970 "Review of research related to graduate school teacher intern programs." U.S. Educational Resources Information Center. ERIC Document ED 083 196.
- Ryan, K. (Ed.)
1975 Teacher Education, 74th Yearbook of the National Society for the Study of Education, Part II. Chicago: University of Chicago Press.
- Salzillo, F. E. & Van Fleet, A. A.
1977 "Student teaching and teacher education: A sociological model for change." Journal of Teacher Education 28(1):27-31.
- Sandefur, J. T.
1983 "Competency assessment of teachers: 1980-1983." U.S., Educational Resources Information Center. ERIC Document ED 238 858.
- Scannell, D. P.
1984 "The extended teacher education program at the University of Kansas." Phi Delta Kappan 66(2):130-133.
- Schein, E.
1978 Career Dynamics: Matching Individual and Organizational Needs. Reading, M.A.: Addison-Wesley.
- Scheirer, M. A. & Rezmovic, E. L.
1983 "Measuring the degree of program implementation: A methodological review." Education Review 7(5):599-633.
- Schwebel, M.
1985 "The clash of cultures in academe: The university and the education faculty." Journal of Teacher Education 36(4):2-7.
- Shapiro, B.J.
1985 "Scholarly concerns of a faculty of education." Journal of Educational Thought 19(1):40-48.
- Shaplin, J. T. & Powell, A. G.
1964 "A comparison of internship programs." Journal of Teacher Education 15(June):175-183.

- Sikula, J. P. & Roth, R. A.
1984 Teacher Preparation and Certification: The Call for Reform. Bloomington, Indiana: Phi Delta Kappan.
- Silvernail, D. L. & Costello, M. H.
1983 "The impact of student teaching and internship programs on preservice teachers' pupil control perspectives, anxiety levels, and teaching concerns." Journal of Teacher Education 34(4):32-36.
- Simmons, P. & Haggerty, R.
1980 The Student Guide to Fellowships and Internships. New York: E. P. Dutton.
- Slentz, K.
1978 "Graduate internship for teachers." Teacher Education 12(April):92-96.
- Sloan, L. V.
1981 "Final report on the development of the extended practicum at the University of Alberta." Edmonton: Faculty of Education, University of Alberta.
- Small, J. M.
1985 "Continuing professional education for teachers: Harnessing the wind." Unpublished paper. University of Alberta, Edmonton.
- Smith, B. O.
1980 "Pedagogical education: How about reform?" Phi Delta Kappan 62(2):87-91.
- Smith, D. C., Robert, G. C. & Fry, B.
1984 "PROTEACH: professional teacher preparation at the University of Florida." Phi Delta Kappan 66(2):134-135.
- Smith, G. I. H.
1969 "Expectations and perceptions of the intern teacher: Comparisons, changes and possible determinants of change." Unpublished M.A. thesis, McGill University, Montreal.
- Soltis, J. F.
1985 "Imagine a school. . . ." Phi Delta Kappan 66(5):321-322.
- Stanton, T. & Ali, K.
1982 The Experienced Hand: A Student Manual for Making the Most of an Internship. Cranston: Carroll Press.
- Stoltenberg, J. C.
1981 "Preservice preparation to inservice competence: Building the bridge." Journal of Teacher Education 32(1):16-18.
- System Development Corporation
1969 "Analytic summaries of specifications for model teacher education programs." Report to NCERD, U.S. Department of Health, Education and Welfare. U.S. Government Printing Office.
- Tanruther, E. M.
1972 Clinical Experiences in Teaching for the Student Teacher or Intern. New York: Dodd, Mead.

Task Force on Teaching as a Profession

- 1986 A Nation Prepared: Teachers for the 21st Century. Report of the Task Force on Teaching as a Profession. New York: Carnegie Corporation.
- Taylor, J. & Dale, I.
1973 "The first year of teaching." In The Education of Teachers in Britain. Lomax, D. E. (Ed.) London: Wiley.
- Taylor, W.
1978 Research and Reform in Teacher Education. Council of Europe. Windsor, Berks, England: NFER.
- Taylor, W.
1981 "Paper for the Committee on the Evaluation of Teacher Education Programs in Alberta." Appendix A, Report of the Committee to Evaluate the Extended Practicum Program. Edmonton: Queen's Printer.
- Teasdale, G. R.
1977 "Bachelor of education internship programme." In Innovation in Teacher Education. Turney, C. (Ed.) Sydney: Sydney University Press.
- Thomas, N.
1986 "Teaching internships suggested." Edmonton Journal 7 April.
- Titely, B.
1984 "The concept of internship in teacher education." Teacher Education 24(April):84-93.
- Treece, E. M. W.
1974 Internship in Nursing Education: Technoterm. New York: Springer.
- Trennepohl, H. J. et al.
1983 "Have skills: will teach?" U.S., Educational Resources Information Center. ERIC Document ED 229 335.
- Turney, C. (Ed.)
1977 Innovation in Teacher Education. Sydney: Sydney University Press.
- Turney, C., Thew, D. M. & Jecks, D. A.
1977 "Innovative trends abroad." In Innovation in Teacher Education. Turney, C. (Ed.) Sydney: Sydney University Press.
- University of Alberta
1985 "1985-1986 Calendar." University of Alberta, Edmonton.
- Veenendall, T. L. & Freeman, A. R.
1983 "Making an internship program successful: the necessary ingredients." U.S., Educational Resources Information Center. ERIC Document ED 249 542.
- Veenman, S.
1984 "Perceived Problems of Beginning Teachers." Review of Educational Research 54(2):143-178.

Vlaanderen, R. B.

- 1983 "Testing for teacher certification." U.S., Educational Resources Information Center. ERIC Document ED 231 814.

Vollmer, M. L.

- 1984 "A case for extended clinical experience." Action in Teacher Education 6(1-2):79-83.

Waters, C. M. & Wyatt, T. L.

- 1985 "Toledo's internship: The teachers' role in excellence." Phi Delta Kappan 66(5):365-367.

Western Interstate Commission for Higher Education

- 1982 Internship Program Evaluation Packet. Boulder, Colorado: WICHE.

Wildman, T. A., Niles, J. A. & McLaughlin, R. A.

- 1986 "Virginia beginning teacher assistance program: The colleague teacher concept." Paper presented at the Annual Meeting of the American Educational Research Association.

Wilson, M. P. & Smythe, C. M.

- 1983 "Medicine." In Handbook of Health Professions Education. McGuire, C. H. et al. (Eds.) San Francisco: Jossey-Bass.

Wilson, S. & D'Oyley, V.

- 1973 "Teacher internship as an adventure: Can it be a replanning strategy in Jamaica?" Department of Educational Planning, OISE, Toronto.

Wonacott, M. E. & Hamilton, J. B.

- 1983 "Updating teachers for tomorrow's technology: programs and practices." U.S., Educational Resources Information Center. ERIC Document ED 232 013.

Woodring, P.

- 1975 "The development of teacher education." In Teacher Education, 74th Yearbook of the National Society for the Study of Education, Part II. Ryan, K. (Ed.) Chicago: University of Chicago Press.

Zeichner, K. M.

- 1980 "Myths and realities: Field based experiences in preservice teacher education." Journal of Teacher Education 31(6):45-54.

CHAPTER 3

INTERNSHIPS IN OTHER PROFESSIONS

TABLE OF CONTENTS

	Page
Themes of Internship in Six Professions	85
Titles Used	85
Purposes of Internship	88
Activities Required	88
Length of the Internship	88
Supervision	88
Admission Requirements for Internship	89
Remuneration	89
Certification of Completion of Internship	90
Certification of Competence	90
Association Examination	90
Membership in the Board of Examiners	90
Role of the University Faculty in Internship	91
Summary	91

LIST OF TABLES

Table	Page
3.1 Professional Internship Models	86

INTERNSHIP PRACTICE IN OTHER PROFESSIONS

A model based on a number of major components of the professional internship was developed after a review of relevant literature and a series of interviews with knowledgeable individuals in other professions. The purpose of this chapter is to present this model and discuss its various components. Following an extensive review of scholarly writing and research on internship in various professions including teaching, interviews were conducted during March, April and May 1986 with selected representatives of six professions. The purpose of the interviews was to obtain an overview of current practices used to induct new members into these professions. The professions chosen were agrology, chartered accountancy, engineering, law, medicine and pharmacy.

The following individuals were interviewed:

Dr. R. T. Berg, Dean, Faculty of Agriculture
 Dr. J. Waterhouse, Chairman, Department of Accounting
 Mr. D. Green, Director of Student Education,
 Institute of Chartered Accountants
 Dr. F. Otto, Dean, Faculty of Engineering
 Dr. F. D. Jones, Dean, Faculty of Law
 Dr. G. Goldsand, Associate Dean, Faculty of Medicine
 Dr. J. A. Bachynski, Dean, Faculty of Pharmacy.

The data collected at the interviews and from the literature were organized around fourteen major themes. These themes, referred to as components in Table 3.1, are discussed briefly in this chapter. An important consideration is that the generalizations associated with each theme are tentative, because variations exist among the six professions. At the same time, the common elements appear to be substantial enough to permit the development of a general model of professional internship.

Themes of Internship in Six Professions

Titles Used

Each of the six professions investigated has adopted a label for the neophyte professional who has completed all requirements of undergraduate university course work. The label used distinguishes the new "graduate" not only from university students in the field but also from fully fledged professionals. The term "internship," as a generic label for this stage of preparation is adopted here to include the specific titles of "agrologist in training," "articling

Table 3.1
Professional Internship Models

Component	Agrology	Accountancy	Engineering	Law	Medicine	Pharmacy
Title	Agrologist-in-training	Student-in-accounts	Member-in-training	Student-at-Law (Articling)	Intern	Intern
Purposes	Protect public, transition, certification	Develop skills, transition	Gain experience, professionalization	Develop skills, transition, professionalization	Develop skills, transition	Develop skills, professionalization
Activities	Relevant to the field	Practice in accounting--variety required	Practice as required by employers	Variety, as required by employers	Minimum of five major areas	Regular activities of pharmacists
Length	Three years in agriculture	Two to three years	Two years	One year	Two years (Alberta)	500 hours
Supervision	Employer	Chartered Accountant	Employing firm	Lawyer	M.D./Preceptor	Pharmacist Preceptor
Admission Requirement for the Internship	B.Sc. in Agri-culture or recognized Bachelor's degree plus examinations	University degree plus six courses offered by the Institute of C.A.s	B.Eng.	LL.B.	M.D.	Completed degree not required, but 100 hours must be taken after graduation
Remuneration	Salary by employer	Salary by employer less than beginning salary	Salary by employer	Salary by employer less than beginning salary	Salary less than income of first year doctor	Salary by employer
Certification of Completion Required	Yes	Yes	Yes	Yes	Yes	Yes
Certification of Competence Required	Credentials Committee judges program, performance, experience	Not explicitly	Evidence required to adjudicate experience	Not explicitly	Yes	Yes
Association Exam Required	No. Assessment of documentation only	Yes	No. Assessment of documentation only	Yes. Bar exam	Yes. College of Physicians and Surgeons exam	Yes

Table 3.1 (Continued)

Component	Agrology	Accountancy	Engineering	Law	Medicine	Pharmacy
Membership of Exam. Board	AIA full Council meeting	Professional Examination Board	Board of Examiners --professionals	Professional panel	Joint University and professionals	Council of Alberta Pharmaceutical Association
Role of University Faculty	Minimal	Minimal	Minimal	Minimal	Moderate	Moderate
Approximate Number of Professionals in Alberta	900	5,000	18,000	4,000	3,800	2,000
Approximate Number of Interns in Alberta	60 per year	1,000	600 per year	200	170 per year	250

student-at-law" and "intern." The use of specific labels suggests that each profession has intended to make the "internship" program distinct from the university preparation program and also from full professional practice.

Purposes of Internship

The stated purposes of the internship are similar for the six professions studied. Dominant purposes include:

1. Provision of experience that facilitates a structured, supervised transition from student to professional;
2. Aid in developing skills through practical experience;
3. Development of professionalism in the prospective professional; and
4. Protection of the public by ensuring that the new professional is properly qualified to practice.

Activities Required

All six professions require interns to pursue practical experiences relevant to their chosen fields. These activities for interns range from high structure and prescription, as in medicine, to full assignment of control to employers, as in engineering. However, even in the case of engineering, the experiences of the "intern" are adjudicated by a Board of Examiners. Consequently, it is safe to say that a variety of practical experiences is required for the completion of internship in each profession. The internship experiences are generally designed to cover the range of major activities in each profession, rather than concentrating on specific areas. It thus tends toward generalist rather than specialist preparation.

Length of the Internship

The length of internship varies from 500 hours in pharmacy to three years in agriculture. All of these professions except pharmacy require at least one year of internship following completion of the university degree.

Supervision

Generally, each intern is supervised by a professional--usually one approved by the appropriate professional board. During the first year of internship in medicine, the intern is required to complete five rotations,

each of which is supervised by a preceptor. In law, the student usually works for a firm under the supervision of a lawyer. In the other cases, the intern tends to work for an employing firm which is responsible for supervising the intern. Even in these cases, the supervisor must be approved by the professional association.

Admission Requirements for Internship

In five of the six professions, the novice is required to complete the professional degree before being permitted to engage in internship activities. The exception is pharmacy, where the student may complete 400 of the 500 hours before graduation. Even there, at least 100 hours must be taken after receiving the degree in pharmacy. Thus pharmacy, unlike medicine and the other professions, does not clearly distinguish between the practicum component which forms part of degree requirements, and which therefore must be undertaken prior to completion of the professional degree, and the field-based component of the professional preparation program, which is the internship.

In agrology, chartered accountancy and, to some extent, in engineering, an intending professional may qualify for admission to internship either by completing any recognized university degree and then successfully sitting for examinations set by the profession or by completing courses offered by the profession through its institute.

Remuneration

Interns in all six professions receive remuneration for their work, the pay being considerably less than that typically earned by beginning professionals. In general, the salary for interns is between one-half and two-thirds of the income received by first-year professionals in the same field.

In all cases the salary is paid by the employer; consequently in some professions salary differences exist between interns. In medicine and law, the salary schedule for interns is standardized by negotiation between the professional associations and representatives of the interns. Salary negotiations for interns in these two fields are undertaken separately from the salary negotiations for "full-fledged" professional members. For agrologists, accountants and engineers, salary is determined through negotiations between employers and individual interns that they employ. It is in these last-mentioned fields that salaries differ from intern to intern.

Certification of Completion of Internship

In every profession, the board which is responsible for administering the internships requires certification from employing authorities that interns have completed the required activities. This certification is prerequisite to full professional recognition.

Certification of Competence

Even though explicit certification of competent performance during internship is not required in some professions, certification of competence occurs at least indirectly through certification of completion of internship.

In accounting, engineering and law, the emphasis appears to be on certification of completion rather than on explicit certification of competence, whereas in medicine and pharmacy it seems to be on the latter. The procedures used to judge competence vary somewhat among the professions; in general, however, the boards adjudicate the acceptability of the intern's level of competence either for permission to be granted to present for examinations set by the profession, as in law, or for direct admission to the profession, as in medicine.

Association Examination

Two of the six professions do not require successful completion of professional examinations additional to those set by universities. In agrology, as in engineering, a professional certification board assesses the intern's program and the documents supplied to determine readiness for admission to the profession.

In each of the other four professions interns are required to succeed at a professional examination set by the appropriate provincial or national authority. In the case of medicine, examinations are taken at the completion of the university program, that is, prior to the internship. In the remaining three professions, examinations are taken after the internship.

Membership in the Board of Examiners

Most of the professions have a board of examiners selected or appointed by the profession. Generally, this board is empowered to act quite independently of the professional association. The board has authority over such matters as the nature of the internship, the qualifications of supervisors and the setting of the examination, and it is

responsible for evaluating each intern's performance.

As already stated, board members are members of the profession and, typically, university personnel sitting on the board do so as professionals and not necessarily as university representatives. In medicine, the link between the university and the profession is stronger than it is for the other five professions in that the Faculty of Medicine receives preceptors' evaluations of interns and interns' evaluations of preceptors. Since medical interns continue to be registered as university students, the Faculty of Medicine takes a more active role in the internship program than do the corresponding faculties associated with the other five professions.

Role of the University Faculty in Internship

In most of the professions the university has only a minor role in the internship program. With the two exceptions of medicine and pharmacy, internship is controlled, directed and administered almost completely by the relevant professional association.

Summary

A number of generalizations about the nature of professional internships emerged from the interviews and review of literature. Although some exceptions exist, it is reasonable to conclude that the major characteristics of a professional internship are the following:

1. Usually, a special label is used to identify neophytes in the profession who have completed the formal university course work requirements but have not yet been granted full professional status.
2. The main purposes served by the internship are assistance in the transition to full professional status, development of professional skills, development of attitudes associated with professionalism, and provision of protection for the public.
3. The activities associated with internship are generally those that are representative of practice in the particular profession.
4. The length of the internship can be as much as three years, but it is a minimum of one year.
5. Supervisors for interns are approved members of their professions who are judged to be competent for the purpose.

6. Internship follows the professional degree or an approved degree with appropriate professional requirements.

7. Remuneration for the intern is considerably below that of the beginning professional.

8. Certification of completion of the internship is a requirement for admission to the profession.

9. Explicit attestation of competence during the internship is not always required, yet it is achieved at least indirectly.

10. Usually, a formal professional examination either precedes or follows the internship; it also forms a requirement for full-fledged status in the profession.

11. Usually, an independent board of professionals governs the internship.

12. The role of university faculty in internship is usually minimal.

CHAPTER 4

INTERVIEWS WITH STAKEHOLDERS

TABLE OF CONTENTS

	Page
Introduction	97
Reasons for Introducing the Internship	98
Positive Features of the Internship	99
Negative Features of the Internship	100
Views on the Stated Purposes of the Internship . . .	101
Needed Changes in Teacher Preparation	103
Changed Entry Requirements for Teaching	104
Suggestions for Improving the Internship	104
Suggestions if Internship Were to Be Compulsory . . .	105
Extent of Government Funding	106
Administering the Internship	107
Preferred Internship Model	108
Value of the Professional Development Aspects	108
Overall Assessment of the Internship	108
Additional Comments on the Internship	109
Summary	112
Appendix A: Interview Schedule: Stakeholders . . .	

INTERVIEWS WITH STAKEHOLDERS

Introduction

Interviews were conducted with the following major stakeholders in February-April 1986:

Deputy Minister of Education:	Dr. R. A. Bosetti
Deputy Minister of Manpower:	Dr. A. N. Craig
together with	Mr. B. Day
	Executive Director
	Training Services
Deputy Minister of Advanced Education:	Dr. H. Kolesar
Alberta Teachers' Association:	President,
	Mrs. N. M. Thomas
	Executive Director,
	Dr. B. T. Keeler
Alberta School Trustees' Association:	President, Mrs. E. Jones
	Executive Director,
	Dr. L. Tymko
Alberta Catholic School Trustees' Association:	President, Mr. M. Lynch
	Executive Director,
	Mr. J. K. McKinney
Alberta Federation of Home and School Associations:	President,
	Mrs. D. Almberg
Conference of Alberta School Superintendents:	President,
	Mr. R. K. David
	Past President,
	Mr. H. C. Parr
Council of Catholic School Superintendents of Alberta:	President,
	Mr. F. Allore
Universities Coordinating Council:	University of Alberta
	President,
	Dr. M. Horowitz

These interviews were usually conducted by one researcher, although three researchers were present for the interviews with Dr. Bosetti, Mrs. Thomas, and Dr. Keeler. The questions were developed after consideration of matters raised in the literature, in the Request for Proposals, and in discussions with various groups. A structured format was

used (Appendix A), with the same questions being asked of all interviewees except Dr. Bosetti. However, some interviewees felt that they could not respond to some questions. Two sheets containing these questions were provided to the interviewees before the discussions began. Additional questions were asked and elaboration was provided as deemed necessary.

The interview with Dr. Bosetti was of a different nature because he was one of the initiators of the Initiation to Teaching Project and because his Department was primarily responsible for overseeing its implementation. Initially, interviews were proposed with Ministers of the two portfolios directly associated with the project. However, the Minister of Manpower and the former Minister of Education considered that their Deputy Ministers could answer all questions.

The interviews ranged in length from 45 minutes to 3 hours. A high degree of interest in the project was obvious. At the beginning of each interview, anonymity was assured with respect to the source of opinions. Consequently, in the following sections, generalizations are presented about each of the question areas without specific mention of the interviewees who provided these opinions.

Reasons for Introducing the Internship

"What do you feel was the main reason for introduction of the internship in Alberta?"

The most common response, given by seven interviewees, related to lowering the number of unemployed teachers and saving a cohort of teachers by using funds available to reduce unemployment. Two interviewees perceived that the main reason was to gain political credit by acting in a way that was regarded with favor. The following main reasons were also provided by individual respondents: put accountability back into the teaching profession, through cooperative action of both Alberta Education and the Alberta Teachers' Association; overcome deficiencies of current teacher training programs; use available funds to see how preparation for full-time teaching could be improved; respond to public pressure for teachers who are better equipped to teach in today's classrooms; and facilitate the university student-teacher transition.

Positive Features of the Internship

"From the perspective of your current position, what are the most positive features of the Internship Program?"

Various positive features were identified by the stakeholders. Paraphrased responses, some of which have been combined, are shown below with associated frequencies.

Frequency

Reduce unemployment of teachers, save the cohort of newly trained teachers, and reduce under-employment	5
Help in transition and introduction to teaching	4
Achieve growth in less stressful situations	4
Improve the skills of supervising teachers through exposure to new ideas and challenges	3
Assess interns before hiring them as regular teachers	3
Allow interns time to evaluate their own strengths and teaching preferences	2
Assess interns better than can be achieved in the practica	1
Reduce concern about having additional teachers in the classrooms	1
Have additional trained adults in the schools	1
Provide opportunities for supervising teachers to improve skills of interns in better settings than in the practica	1
Allow interns to understand the "hidden operation" of a school	1
Provide more guidance than that available to beginning teachers	1
Produce better teachers	1
Allow interns time to be sure that they want to be teachers	1

Negative Features of the Internship

"From the perspective of your current position, what are the most negative features of the Internship Program."

Nineteen different negative features of the 1985-86 Initiation to Teaching Project were identified by the representatives of the stakeholder organizations. These and associated frequencies are listed below.

	<u>Frequency</u>
The internship program was introduced too quickly, so it was not well designed	4
Some interns are misassigned in the schools	4
Role expectations for supervising teachers and interns are unclear	3
Some supervising teachers are of inferior quality as teachers	2
A year is too long for the better interns	1
Salary is too low	1
Substitute teachers are upset that hiring preference is given to interns	1
Principals were not fully informed of expectations	1
Too many interns were hired as beginning teachers during the year, so they did not complete their internships	1
The internship does not necessarily lead to employment	1
Interns feel unprotected legally	1
Most school systems have not developed good internship programs	1
No credit toward permanent certification is given for the internship period	1
Interns are unclear of their rights and responsibilities in the event of a teachers' strike	1
Evaluations of interns are not always fair	1
Portability among provinces is not clear	1

Frequency

Competition for jobs will occur between interns and beginning teachers in September 1986	1
Not all school systems are participating	1
Tension between interns and beginning teachers in the same schools is counterproductive	1
Interns don't have a schedule of experiences across the spectrum: this is needed if they are to be employed as teachers in rural systems	1

Views on the Stated Purposes of the Internship

"What are your views on each of these stated purposes of the Alberta Internship Program?

- (a) refinement of teaching skills;
- (b) development of professional relationships;
- (c) assessment of the intern's suitability for placement;
- (d) further development of the professional skills of supervising teachers."

These stated purposes were supported by nearly all stakeholder representatives. The individual comments which follow were advanced in discussion of specific purposes:

Refinement of Teaching Skills

This stated purpose should include "enhancement of teaching skills"

This purpose should be extended to include "self-awareness of one's repertoire of skills"

The right supervising teacher is required

This has occurred throughout Alberta

Interns should be exposed to a variety of different approaches in different classrooms

Interns should maintain some linkage with university instructors if this purpose is to be achieved

"Teaching skills" should be viewed broadly to include warmth in personal relationships, reduction of tension, and so on.

Development of Professional Relationships

Professional relationships are not usually emphasized in a teacher's first year, when "survival" is the dominant goal

This requires that the interns have responsibilities in those areas where professional relationships can be developed

Professional relationships outside the school, such as those with police and health-care personnel, should be included

Assessment of Suitability for Placement

Assessment during an internship is fairer and far better than using the B.Ed. record

Superintendents throughout Alberta appear to be pleased with this opportunity to assess before hiring

Disagree--the time frame is too short, and placement should depend upon factors such as maturity and experience

Development of Supervising Teachers

We need better trained, willing, carefully selected, reflective supervising teachers who have the right attitudes (4 respondents)

Funds should be provided by Alberta Education for professional development of supervising teachers as well as of interns

More positive "spin-off" has resulted for supervising teachers than was expected

The work with interns constitutes an additional load for supervising teachers

Universities should be involved in training supervising teachers

The ethical and mentoring aspects of the work of supervising teachers are extremely important

The internship must provide some value to principals and supervising teachers

Some supervising teachers have little time to interact with interns

Needed Changes in Teacher Preparation

"What changes would you see as being necessary in teacher preparation programs in Alberta if the internship were a requirement for all beginning teachers?

- (a) in courses;
- (b) in the practicum."

The interviewees generally perceived that few changes would be necessary in either courses or the practicum. Some presented views about changes that they perceived to be desirable from the perspective of their particular interest groups, but these were omitted because they did not relate directly to the internship. One interviewee stated that if one "piece" of the overall teacher preparation program is altered, i.e., an internship is introduced, then other "pieces" are necessarily affected.

The following comments were offered in connection with the two specific issues under consideration:

Changes in Courses

Two interviewees considered that the content of the course Educational Administration 401 ("The Role of the Teacher") may need to be altered if the internship were required, especially because orientation to the profession could occur during the internship. Another speculated that the internship experience could produce more feedback to university instructors, who may then alter their courses accordingly.

Changes in Practice

Three interviewees favored a clear separation of practica from the internship, with the practica providing a variety of experiences in different types of classes at different grade levels. One described the practicum experience as a "posthole operation" or a "trial and error" experience in which ideas are tested and the development aspect is deemphasized. Another advocated development of greater harmony between theory and practice, so that the practicum could become a time for exploring relationships in schools based upon perspectives derived during coursework. A reduction in the length of practica was proposed by one respondent, whereas another recommended that the practicum be extended to one year with the one-year internship being maintained.

Changed Entry Requirements for Teaching

"Do you consider that entry to the teaching profession in Alberta should be contingent upon either or both of the following?

- (a) completion of a full year of internship;
- (b) passing of an examination set by an appropriate authority."

One Year of Internship

Eleven of thirteen interviewees supported the idea of compulsory internship. One was definitely opposed and another was uncertain because of the prospect that the current oversupply of teachers could soon disappear. Four considered that a full year may not be necessary, one stated that a set internship period is needed, while another considered that the internship should be part of the B.Ed. program.

Internship Examination

Less agreement was recorded on the question of passing an examination as is required in some professions. Five favored an appropriate examination, five were definitely opposed to any examination, and three were undecided. However, even those who were in favor had some reservations. While recognizing that preparing for an examination has some benefits, such as motivation and learning, written examinations after the B.Ed. were viewed negatively, and difficulties associated with preparing appropriate examinations were recognized.

Suggestions for Improving the Internship

"What suggestions would you make for improvement of the Internship Program in 1986-87?"

Four interviewees felt that more attention should be paid to supervising teachers--selection based on interest and competence was emphasized. Two of these four also mentioned a need to improve the skills of supervising teachers, and one suggested that additional funding should be provided for this purpose.

The rapidity of the introduction of the internships in 1985-86 produced some "teething" difficulties which several interviewees considered would be overcome in the second year. These matters related particularly to faster selection and placement of the interns and to a better

statement and greater acceptance of role definitions for interns and supervising teachers.

Other specific suggestions were as follows:

- (a) Some certification credit should be granted (two interviewees);
- (b) Ensure that each intern has both urban and rural experience;
- (c) Ensure that the guidelines are met;
- (d) Provide more funds for professional development of interns; and
- (e) School boards should either provide accommodation or ensure that accommodation is provided for interns.

Suggestions if Internship Were to Be Compulsory

"What additional changes would you recommend if the Internship Program were made permanent and compulsory for all beginning teachers?"

Three interviewees proposed that Permanent Certification could be granted after successful completion of a one-year internship. Three also considered that the internship could be less than one year, possibly a compulsory term followed by a second optional term for those who are deemed to be competent teachers after one term, and a second compulsory term for those who need the additional training experience. Each of the following additional points was made by one interviewee:

- (a) Public awareness of the Alberta Government's initiative in establishing the internship should be increased;
- (b) A common core of experiences, perhaps identified by the certifying authority, should be required, together with some local optional experiences;
- (c) Orientation to the Alberta Teachers' Association could occur in the internship year rather than in the B.Ed. program;
- (d) The relationship between being hired as an intern in a school system and being hired later as a teacher in that system needs to be clarified;
- (e) All school boards should be required to take some interns;
- (f) The internship should become part of the B.Ed. program;
- (g) Advertising and communication about the internship should be upgraded, even to high school students;
- (h) Interns should be members of the bargaining unit;
- (i) The internship should have some linkage with the universities;

- (j) School boards should receive some funding to cover overhead costs; and
- (k) The means by which interns are to be evaluated needs to be clarified in order to achieve some consistency.

Extent of Government Funding

Two questions addressed the matter of Provincial Government involvement in funding the Initiation to Teaching Project. These, with the associated responses, are presented below.

"Do you consider that the Alberta Government should contribute financially to a compulsory, continuing internship program?"

This proposition was supported by most interviewees. One felt that the provision of funding for such a purpose was part of the Government's leadership role. Another expressed a similar point of view, namely, that achievement of educational standards requires Provincial funding, but emphasized that no additional funds should be provided once an intern has reached a predetermined level of competence.

On a different aspect, two interviewees preferred that school boards receive general, rather than earmarked, funds to support internship activities. One of these expressed the view that, if the Alberta Government paid directly for the internship program, then school boards and their staffs would be more likely to treat interns as trainees rather than employees. A contrary opinion was that the internship funds should be earmarked.

"Do you feel that the Alberta Government is likely to contribute financially to a compulsory, continuing internship program?"

Again most interviewees answered in the affirmative, but their answers were couched in a concern about Alberta's economy and the predicted shortage of teachers in Alberta by 1990. These two problems were sufficiently strong to persuade a few to answer negatively, and one remained undecided.

The remarks of those who felt that the Government is likely to contribute included the following:

- (a) If a proper case is made, the Government will contribute, but not in an open-ended way; i.e., the funds will be used for short-term development of specific skills;

- (b) It is difficult to stop a successful program once it is started; and
- (c) A long-range commitment to Government funding would be necessary, as school boards have "been stung" too often by incentive grants and seed money.

Administering the Internship

"If a one-year internship were compulsory for all beginning teachers, which organization or organizations do you consider should have the major responsibility for the administration of the Internship Program?

- (a) Alberta Education
- (b) Alberta Teachers' Association
- (c) Individual school systems
- (d) Universities
- (e) A consortium: specify composition
- (f) Other: please specify."

Most respondents considered that internship policies should be set by a broadly representative committee, but opinion differed markedly as to who should run the program. This diversity is reflected in the following distribution of choices:

	<u>Frequency</u>
School systems	3
Consortium--Alberta Education and school systems	2
Consortium--with Alberta Education and universities playing major parts	1
Consortium--universities and school systems	1
Consortium--universities and ATA	1
Consortium--Alberta Education, ATA, ASTA, school systems and universities	1
Consortium--unspecified	3
	--
	10

One interviewee favored the Alberta School Trustees' Association, but acknowledged that this is not feasible because the body is not truly accountable.

Preferred Internship Model

"Which model of overall teacher preparation do you prefer?

- (a) B.Ed. or B.Ed. after another degree followed by a one-year internship
- (b) B.Ed. or B.Ed. after another degree not followed by a one-year internship
- (c) B.Ed. or B.Ed. after another degree including a one-year internship
- (d) other: please specify."

Model (a) was preferred by seven of those interviewed. One of these felt strongly that a good B.Ed. has a wider application than just K-12 teaching and that, therefore, we should not force graduates into a K-12 mold through internship.

Another interviewee preferred (a), but stated that (b) was a realistic choice because funds would not be available for the appended internship model. Three chose model (c), while four chose "Other"--a B.Ed. or B.Ed./After degree arrangement followed by an internship of less than one year.

Value of the Professional Development Aspects

"What is your overall assessment of the value of the professional development aspects of the current Alberta Internship Program?"

1	2	3	4	5	6	7	8	9	10	0
Poor								Excellent		Unable to judge

The scores given by eight respondents ranged from 6 to 9, with a mean of 7.9, reflecting a relatively high degree of approval of the professional development aspects of the program. Four were "unable to judge."

Overall Assessment of the Internship

"What is your overall assessment of the administrative and policy aspects of the current Alberta Internship Program?"

1	2	3	4	5	6	7	8	9	10	0
Poor								Excellent		Unable to judge

The scores given by ten respondents ranged from 4 to 9, with a mean of 6.1, indicating moderately positive support for the administrative and policy aspects of the internship. Three were "unable to judge." Some commented that they rated the policy aspects better than the administrative aspects.

Additional Comments on the Internship

"Any other comments?"

A wide range of additional comments and suggestions were made by these representatives of stakeholder groups. They are presented below in point form under topic headings. Most of these paraphrased remarks were made by only one respondent, but they are included here because of their potential for discussion, particularly as opposing viewpoints were presented on some issues.

Supervising Teachers

Each school having interns should have a qualified "master supervisor" who is in charge of all interns.

A panel of supervising teachers should be identified for core experiences, with additional supervising teachers providing supplementary experiences.

Supervising teachers need to be carefully selected and trained: identification as a very good K-12 teacher does not necessarily imply effectiveness as an instructor of neophyte teachers.

Expectations of Interns

Interns should be able to use the plan of activities proposed for them before they sign contracts, and they should be able to appeal, through a formally established mechanism, if the plan is not matched by reality.

Interns expect that they have good prospects of employment as teachers in their interning school systems, but this expectation is not always realistic.

Experiences of Interns

There is a need for flexibility in the length of the internship.

The internship experience should include rotations and some out-of-school experiences.

Supervision

The intern should be assigned to a school--not to a supervising teacher.

The intern should be assigned to a supervising teacher--not to a school.

Salary of Interns

A salary of \$15,600 may be too little, particularly in view of the cost of accommodation.

Interns should not expect to be paid the same salaries as beginning teachers, because they are still learning.

Salary Grid Credit

Credit on the salary grid for the internship year is not justified, because the internship is part of teacher preparation.

Credit would make the internship more attractive.

Interns and Beginning Teachers

Some conflict has been experienced between interns and beginning teachers this year, because more attention has been paid to interns.

Conflict can be expected this summer between 1985-86 interns and recent B.Ed. graduates when both are seeking positions as beginning teachers for 1986-87.

Certification

Interns should have Interim Certificates after obtaining B.Ed. degrees, and Permanent Certificates after successfully completing one-year internships.

Attitudes of School Systems

Most of the suspicions of school superintendents have been allayed.

Some school systems view interns as additional manpower and largely ignore the training aspect of the internship.

University Involvement

Both beginning teachers and interns need access to the expertise of university faculty members, especially if the practical orientation of the internship conflicts with the theoretical component of the B.Ed. program.

University faculty members need to be made more aware of many aspects of the internship program.

Teacher Preparation

Concerns persist over some aspects of the current teacher preparation programs in Alberta (four respondents). For example, the programs are too theoretical; the practicum does not "weed out" inferior teachers; and the teachers have insufficient background in the subjects that they will teach.

School Systems

Each school system, regardless of size, should identify one employee as the supervisor/coordinator of all interns in that system.

Publicity

Trustees, especially in rural areas, need to be better informed about the internship. Alberta Education should emphasize that children will be the main beneficiaries of an internship program that produces better teachers.

Role Clarification

Alberta Education should produce attractive brochures which describe in detail the role expectations of principals, supervising teachers and interns.

Symposium

Alberta Education should conduct a symposium in the spring or summer of 1986 in which experiences and expectations can be shared among those who have been closely involved with the internship in 1985-86.

Interprovincial Portability

If an internship were to be required in Alberta, then the question of interprovincial portability of qualifications would need to be carefully examined.

Future of Internship Program

The 1985-87 Alberta Internship Program may finish up as just a nice experiment.

Recognition

Some type of formal recognition could be provided to interns, supervising teachers and principals at the completion of each internship year.

Summary

A post-B.Ed. internship program for all new teachers was generally favored by stakeholder groups. The main reasons for its introduction, namely to reduce unemployment among teachers, to improve teaching, and to ease the transition from university student to teacher, were also seen as its most positive features. The stated purposes of the internship were all supported. Its most negative features--the speed of its introduction, misassignment of interns, a lack of clarity of role expectations, and inappropriate selections of supervising teachers--were cited as areas in which improvement is needed. The professional development aspects of this two-year internship program were rated more highly than were its policy and administrative aspects.

The stakeholders considered that, if a post-B.Ed. internship were to be required of all teachers, few changes would be needed in B.Ed. courses but other matters would need attention: the practicum may need to be altered; a compulsory one-term internship period followed by an optional second one-term period may be more appropriate; the Alberta Government should and would want to contribute to the cost of a required internship program but the state of

the economy and the teacher supply situation may affect funding; and, although a widely representative committee may formulate policy, a consortium of some type should administer the internship. The model of a degree followed by an internship was the most favored model of teacher preparation. There was also substantial support for better training and selection of supervising teachers and for significant involvement of university faculty members in the internship program.

APPENDIX A

INTERVIEW SCHEDULE: STAKEHOLDERS

INTERVIEW SCHEDULE--STAKEHOLDERS

The purpose of this interview is to obtain your opinions about aspects of the current Alberta Internship Program. As you know, the Internship Program was designed to facilitate the transition from university student to professional teacher. Your opinions are essential input to our evaluation of the Internship Program. These opinions will be held in confidence, i.e., they will help us to obtain information and understandings about how the Internship is viewed by senior officials, but individual opinions will not be reported.

1. What do you feel was the main reason for introduction of the Internship in Alberta?
2. From the perspective of your current position, what are the most positive features of the Internship Program?
3. From the perspective of your current position, what are the most negative features of the Internship Program?
4. What are your views on each of these stated purposes of the Alberta Internship Program?
 - (a) refinement of teaching skills;
 - (b) development of professional relationships;
 - (c) assessment of the intern's suitability for placement;
 - (d) further development of the professional skills of supervising teachers.
5. What changes would you see as being necessary in teacher preparation programs in Alberta if the internship were a requirement for all beginning teachers?
 - (a) in courses;
 - (b) in the practicum.
6. Do you consider that entry to the teaching profession in Alberta should be contingent upon either or both of the following?
 - (a) completion of a full year of internship;
 - (b) passing of an examination set by an appropriate authority.

7. What suggestions would you make for improvement of the Internship Program in 1986-87?
8. What additional changes would you recommend if the Internship Program were made permanent and compulsory for all beginning teachers?
9. Do you consider that the Alberta Government should contribute financially to a compulsory, continuing Internship program?
10. Do you feel that the Alberta Government is likely to contribute financially to a compulsory, continuing Internship program?
11. If a one-year Internship were compulsory for all beginning teachers, which organization or organizations do you consider should have the major responsibility for the administration of the Internship Program?
 - (a) Alberta Education
 - (b) Alberta Teachers' Association
 - (c) Individual school systems
 - (d) Universities
 - (e) A consortium: specify composition
 - (f) Other: please specify.
12. Which model of overall teacher preparation do you prefer?
 - (a) B.Ed. or B.Ed./A.D. followed by a one-year Internship
 - (b) B.Ed. or B.Ed./A.D. not followed by a one-year Internship
 - (c) B.Ed. or B.Ed./A.D. including a one-year Internship
 - (d) other: please specify.
13. What is your overall assessment of the value of the professional development aspects of the current Alberta Internship Program?

1	2	3	4	5	6	7	8	9	10	0
Poor								Excellent		Unable to judge
14. What is your overall assessment of the administrative and policy aspects of the current Alberta Internship program?

1	2	3	4	5	6	7	8	9	10	0
Poor								Excellent		Unable to judge
15. Any other comments?

CHAPTER 5

INTERVIEWS IN SCHOOLS

TABLE OF CONTENTS

	Page
Introduction	127
Description of Internship Programs in the 42 Schools	128
Perceived Reasons for the Introduction of Internship	134
Opinions about Stated Purposes of the Internship Program	134
Most Positive Features of the Internship Program . . .	138
Most Negative Features of the Internship Program . . .	143
Opinions of Interns about Help Received	143
Percentages of the Teaching Day that Interns Were in Charge of Classes	143
Preferences for Employment as Beginning Teachers Rather than as Interns	148
Satisfaction with Choice of Employment as Interns . .	148
Supervisory Training of Supervising Teachers	148
Willingness to Take Interns Again in 1986-87	152
Should Entry to Teaching Require Internship and Examination?	152
Should Permanent Certification Follow Internship? . .	154
Recommended Internship Program Changes at the Provincial Level for 1986-87	154
Recommended Internship Program Changes at the School Level for 1986-87	160
Additional Changes Recommended for the Provincial and School Levels if Internship Were Made Compulsory	160
Suggested B.Ed. Program Changes if Internship Were Required of All Teachers	160
Preferences for Agencies to Administer a Compulsory Internship Program	164

	Page
Ratings of the Value of the Internship Program	168
Additional Comments	172
Opinions of Beginning Teachers	172
Summary	180
Appendix A. Interview Schedule: Principals	185
Appendix B. Interview Schedule: Supervising Teachers	191
Appendix C. Interview Schedule: Interns	197
Appendix D. Interview Schedule: Beginning Teachers	203
Appendix E. Covering Letter to Principals by E. W. Ratsoy	207
Appendix F. Covering Letter to Principals by R. A. Bosetti	211

LIST OF TABLES

Table		Page
5.1	Characteristics of the Interview Sample of 42 Schools	129
5.2	Perceptions of Interviewees Concerning the Main Reason for Introducing the Internship Program	135
5.3	Opinions of Interviewees about Stated Purposes of the Internship Program: Refinement of Teaching Skills	136
5.4	Opinions of Interviewees about Stated Purposes of the Internship Program: Development of Professional Relationships . .	137
5.5	Opinions of Interviewees about Stated Purposes of the Internship Program: Assessment of the Intern's Suitability for Placement	139
5.6	Opinions of Interviewees about Stated Purposes of the Internship Program: Further Development of Professional Skills of Supervising Teachers	140
5.7	Most Positive Features of the Internship Program	141
5.8	Most Negative Features of the Internship Program	144
5.9	Opinions of 49 Interns about Help Received . .	146
5.10	Percentages of the Day that 49 Interns Were in Charge of Classes Initially and Currently, and Associated Comments	147
5.11	Preferences of 49 Interns for Employment in 1985-86	149
5.12	Willingness of 49 Interns To Do Internship Again	150
5.13	Supervisory Training of 65 Supervising Teachers	151
5.14	Willingness To Take Interns Again in 1986-87 .	153
5.15	Should Entry to Teaching Require Internship after the B.Ed. Program?	155

Table	Page
5.16 Should Entry to Teaching Require Success at Examination Following Internship?	156
5.17 Should Permanent Certification Follow Successful Internship?	157
5.18 Recommended Internship Program Changes at the Provincial Level for 1986-87	158
5.19 Recommended Internship Program Changes for the School Level for 1986-87	161
5.20 Additional Changes Recommended in the Internship Program at Provincial Level if Internship Were Compulsory	162
5.21 Additional Changes Recommended in the Internship Program at School Level if Internship Were Compulsory	163
5.22 Suggested Changes in B.Ed. Program Courses if Internship Were Required of All Teachers . .	165
5.23 Suggested Changes in B.Ed. Program Practicum if Internship Were Required of All Teachers . .	166
5.24 Preferences for Agencies to Have Major Responsibility for Administering a Compulsory Internship Program for Beginning Teachers	167
5.25 Ratings of the Value of the Current Internship Program	169
5.26 Ratings of the Value of the Current Internship Program by Interviewees Classified by School Level	170
5.27 Ratings of the Value of the Current Internship Program by Supervising Teachers and Interns Classified by Sex	171
5.28 Other Comments Associated with Overall Assessments of the Value of the Internship Program	173
5.29 Additional Comments	174
5.30 Comparisons of the 12 Beginning Teachers of Their Experiences and Those of Interns in the Same Schools	175

Table		Page
5.31	Aspects in Which the 12 Beginning Teachers Wanted More Assistance	177
5.32	Perceptions of the 12 Beginning Teachers of the Most Positive Features of Being Beginning Teachers Rather than Interns	178
5.33	Perceptions of the 12 Beginning Teachers of the Most Negative Features of Being Beginning Teachers Rather than Interns	179
5.34	Preferences of the 12 Beginning Teachers about Being Interns Rather than Beginning Teachers	181
5.35	Other Comments of the 12 Beginning Teachers	182

INTERVIEWS IN SCHOOLS

Introduction

Interviews were conducted in 42 schools throughout Alberta in April-May 1986 by 10 members of the research team. The schools were selected using a stratified random sampling approach which ensured representation of schools of different grade levels, sizes and locations, in different types of school systems. Two special Grade 1-12 schools were included. To ensure anonymity, the 42 schools are not identified by name.

After selection, the principals were informed by letter (Appendix E) of the procedure to be followed. This letter was accompanied by a covering letter from Dr. R. A. Bosetti, Deputy Minister of Education (Appendix F). Each principal was then telephoned to arrange dates for the interviews and to obtain names of all supervising teachers and interns as well as of any beginning teachers who were also employed in the school. Acquisition of names of interns and beginning teachers in this way was essential because (a) the Alberta Education data base was incomplete, and (b) some interns had accepted full-time teaching positions during the school year. Interviews with beginning teachers were not required in the evaluation, but the research team considered that their views would provide useful additional information.

Interviews were conducted individually with 42 principals or their designates, 65 supervising teachers, 49 interns and 12 beginning teachers. These interviews ranged from about 30 minutes to three hours. The school visits enabled the research team to obtain detailed information in confidential settings about the operation of the internship program in 1985-86, thereby placing the team in a sound position to comment upon many aspects of this program. The questions were developed after considering matters raised in the literature, in the Request for Proposals, and in discussions with various groups. They were similar to questions asked of the individuals involved with policy decisions and to questions in the questionnaire. A structured format was used, with the same questions (where appropriate) being asked of all interviewees. Sheets containing the questions were handed to the interviewees before they were asked to respond. They were assured of anonymity at this time. Consequently, this report provides data and generalizations without identifying individual sources.

During the interviews, a large amount of information was provided in the form of "free responses." Coding of

this information required considerable time, and the variety of opinions required aggregation of some responses into fewer paraphrased statements which reflected the general thrust of the responses. In the interests of parsimony, "free responses" which were mentioned by single respondents in any of the categories of principal, supervising teacher, or intern were not usually included in this report.

The characteristics of the interview sample of 42 schools, shown in Table 5.1, can be briefly summarized as follows:

1. 16 schools were located in either Calgary or Edmonton;
2. 12 schools had grades in the K-G.6 range, 9 with K-G.9, 6 with G.7-9, 3 with G.7-12, 10 with G.10-12, and 2 were G.1-12 special schools;
3. the number of teachers per school ranged from 3-93;
4. 22 schools had one supervising teacher each, 17 had two each, and three had three each;
5. 36 schools had one intern each, five had two each, and one had four;
6. six schools had one beginning teacher each, and three schools had two each;
7. 17 interns were in senior high schools (G.10-12), 12 were in K-G.6 schools, and 9 in K-G.9 schools; the beginning teachers were also concentrated in these three types of schools.

Ratios of females to males were 3:39 (principals or designates), 40:25 (supervising teachers), 41:8 (interns) and 7:5 (beginning teachers). In those instances where each intern had only one supervising teacher, 16 student teacher-intern relationships were female-female, 11 were male-female, and 6 were male-male.

Description of Internship Programs in the 42 Schools

Respondents were asked to describe the following aspects of the internship program in their schools: orientation, supervision, professional development activities, duties and special arrangements. Besides providing information for this report, these descriptions afforded the interviewers, all members of the research team, opportunity to obtain a detailed understanding of the operation of the internship program in individual schools.

The information provided is summarized below in a concise manner to "capture the flavor" of the various situations without burdening readers with excessive amounts of data.

Table 5.1
 Characteristics of the Interview Sample of 42 Schools

Grade Levels	Numbers			Total	Number of Teachers		Distribution of Numbers Interviewed in Each School							
	Calgary/ Edmonton	Other	Total		Range	Mean	Supervising Teachers (n = 65)			Interns (n = 49)			Beginning Teachers (n = 12)	
							1	2	3	1	2	3	1	2
K-6	3	8	11	12	3-38	17	6	6	--	11	1	--	2	--
1-6	1	--	1											
K-8	--	2	2	9	6-31	19	4	3	2	9	--	--	1	1
K-9	--	2	2											
1-9	1	2	3											
5-9	--	1	1											
6-9	--	1	1											
7-9	4	2	6	6	11-34	25	5	1	--	5	--	--	1	--
1-12 Special	1	1	2	2	10-13	12	1	1	--	1	1	--	--	--
7-12	--	1	1	3	27-48	34	2	1	--	3	--	--	--	--
8-12	--	2	2											
10-12	6	4	10	10	17-93	48	4	5	1	7	3	1	2	2
Total	16	26	42	42	3-93	--	22	17	3	36	5	1	6	3

Orientation

Orientation of interns was provided at both the school system and school levels. Elements included were responsibilities, roles, facilities and equipment, philosophy and policies, programs, timetables, yearly plans, students, discipline, school handbooks, and introductions at staff meetings. However, the orientation activities varied greatly from school to school; not all of the above-listed elements were always included. Indeed, some interns received no school system orientation and some even reported no orientation at the schools where they were employed. Besides central office staff, the principal, assistant-principal(s), department heads and/or supervising teachers usually provided the orientation. In some schools, two-day orientation sessions were conducted prior to the commencement of classes--usually in association with other teachers new to the schools. In some cases, the orientation lasted up to two weeks involving both formal and informal sessions. Principals as well as supervising teachers commonly viewed extensive classroom observation during the first few weeks as part of the orientation of interns. At this stage, we should report that, in some schools, the principals were able to select from a small pool of interns, whereas other principals were assigned one or more interns without being involved in their selection.

Comments provided by interns revealed the difficulties faced by in-school administrators who were initiating the internship program and attempting to orient their interns:

"Nobody was sure what an intern was supposed to do."

"It was confused at the beginning."

"In the beginning, no one knew what was happening."

Nevertheless, some interns rated their orientations as excellent, comprehensive and helpful, especially when they were treated as regular teachers.

Supervision

I'm associated with four teachers, the principal and the assistant superintendent. The teachers come into the room when I'm teaching. They'll help individual students. They may see the beginning of a class and then walk out. They look at the lessons I've planned, a behavioral problem and how I handle it, how I'm organized. No one has written anything down. The principal has been in a couple of times. He's written down information on both classes. We've discussed this. He says that he will provide a written report. The assistant superintendent has been in twice. He's recorded some observations. We've discussed these. No formal report as yet. He said he will come again. He

has promised a formal report. The supervision has been most helpful from the teachers with whom I'm working.

This response exemplifies the type of experience and reaction reported by a considerable proportion of the interns who were interviewed. However, a great deal of variety occurred in their supervisory experiences. Interns worked with from one to five supervising teachers, who were commonly viewed as the primary supervisors--although in some cases, principals saw themselves in this role. Some supervising teachers provided either oral or, less frequently, written reports to the principals about the interns. Formal written evaluations were usually the responsibility of the principals or assistant principals, and, in some cases, assistant superintendents. On the other hand, some interns had undergone no formal evaluations by early May. One principal used information from questionnaire and other responses of students to assist in evaluating the intern. Several principals used the same evaluation procedures for both interns and beginning teachers; some provided informal feedback as well as formal evaluations. A common practice was for principals to observe interns teaching once each month.

The supervising teachers expressed a certain ambivalence about their role. Two stated that they didn't evaluate; they only offered suggestions. One considered that the intern was quite competent and therefore needed minimal assistance, while another confided that adequate help was not being provided. Usually the supervising teachers spent much more time in supervising in the earlier weeks and months than they did later in the year. On the other hand, one intern reported that the supervising teacher was in her class all the time. Several supervising teachers described how their other duties did not allow them time to supervise adequately. One principal was concerned that the supervising teachers lacked supervisory skills and that they were more interested in team teaching than in evaluating the interns. Some interns mentioned that teachers other than their supervisory teachers provided them with useful suggestions.

Professional Development Activities

Descriptions obtained from the interviews revealed a diversity of professional development (PD) experiences, ranging from nothing outside the school to out-of-province conferences and week-long workshops. The PD allowance of \$1,500, paid to each school system, was greatly appreciated.

In several schools, little PD experience was provided for the interns beyond what the regular teachers experienced. Some school systems purchased videotapes and other resource materials for use by their interns. Several

interns remarked that they wished that some of the more useful PD activities had come earlier in the school year.

The following list includes individual PD activities which were identified by the interviewees:

1. workshops on effective teaching, evaluation, handicapped students;
2. special workshops, operated by school systems, sometimes in the evening, on various professional aspects;
3. conferences of ATA Specialist Councils;
4. in-school PD activities with other teachers;
5. Teachers' Conventions;
6. field trips, both within and outside Alberta;
7. international reading conference in Vancouver;
8. visiting other schools;
9. special conferences on particular topics, e.g., discipline, gifted students, special education;
10. parent-teacher interviews;
11. staff meetings and department staff meetings;
12. PD days, e.g., stress management, long-term program development, Dale Carnegie programs;
13. special meetings of interns in central office, usually once per month;
14. meetings with community resource personnel;
15. meetings with school system specialists, e.g., therapists;
16. special workshop conducted by a computer company;
17. workshops on first aid and CPR; and
18. clinics, especially in physical education.

Three of these types of experiences warrant special comment. First, visits to other schools were deemed valuable, but they were hard to schedule because of obligations in the home school. Second, some interns and supervising teachers jointly attended workshops on effective teaching and then utilized the recommended approaches to their interactions, and this was considered to be highly valuable. Third, one intern was especially appreciative of the opportunity given to all interns in the employing school district to meet with principals in a one-day central office workshop focusing on the work of interns in that system.

Duties

Some interns were assigned duties which were similar to those of beginning teachers: they taught regular classes nearly full-time, with time off only for preparation and PD activities. But the more common experience, according to the 49 interns interviewed, involved reduced workloads with either the addition of more subjects as time went on or the use of rotations among different subjects. The following

two descriptions of a typical April week provide insight into the variety of activities experienced by many interns.

Elementary school intern

Provide enrichment to 12 Grade 1-6 classes, 20 minutes each per week, totalling 3 half-days per week.
 Teach Grade 5 Mathematics for a total of 2 half-days per week, freeing the teacher to coordinate the school's computer program.
 Assist in preparing student computer units; 9 hours per week initially, 4 hours per week now.
 Teach library skills to two Grade 1 classes weekly, totalling 1 hour 20 minutes per week.
 Teach Grade 3 mathematics in resource room for 1 hour per week.
 Teach Grade 2 Reading for 1 hour per week.
 Teach Grade 1 small groups for 3 hours per week.
 Teach some grade 4 Mathematics.
 Provide coverage for grade group meetings, parent/teacher conferences, etc.
 Assist in planning for Grade 5 field trip.
 Help with various extracurricular activities, including skiing, Christmas concert, crafts, hot lunch program, Education Week open house, science fair.

Senior high school intern

Plan instruction in Biology 10, 20, 30 and Physical Education.
 Become familiar with relevant audio-visual resources and equipment.
 Diagnose student needs and evaluate student progress.
 Observe various teachers in Biology, Drama, Chemistry, Physical Education, Social Studies, English, Physics, Science and Computing
 Participate in parent-teacher conferences.
 Develop instructional materials.
 Observe principal in action for one week.
 Participate in conferences on student misbehavior.
 Participate in a variety of extracurricular activities.
 Participate in organized PD activities.
 Participate in school committee meetings.
 Supervise a Biology field trip to British Columbia.

The interns generally taught subjects for which they were trained. Most, but not all, taught on their own for at least part of each day, although team teaching was common. Most participated in extracurricular activities, thereby enriching school life; the wide range included dancing, drama, skiing, computing, outdoor education, school newspaper, choir, photography, science fair, cheerleading,

sports coaching and a band festival. Many were involved in field trips, student counselling, staff meetings, parent-teacher interviews and social functions. Observation was a common experience during the first few weeks. Most interns were given full responsibility for all aspects of the operation of their classes, such as planning, teaching, evaluating and reporting.

Perceived Reasons for the Introduction of Internship (Table 5.2)

About 45% of principals and of supervising teachers considered that the main reason for introducing the internship program related to reduction of unemployment of teachers, retention of teachers (avoiding loss of a cohort) and reduction of discouragement. The second most common reason provided by principals related to producing better teachers (26%). The next most common reasons, as perceived by about 14% of both groups, concerned (a) providing new teachers with a variety of experiences and (b) facilitating the transition from university student to teacher.

Although the question called for identification of "the main reason," about one third of the respondents provided additional reasons. Again these mainly related to unemployment, with the second most common reason being associated with gaining new practical experience with supervisory assistance.

Opinions about Stated Purposes of the Internship Program

Refinement of Teaching Skills (Table 5.3)

Approximately 96% of the principals, of the supervising teachers and of the interns agreed with the purpose of refinement of teaching skills. Possibly the most important comment was that made by two principals who perceived that, in addition to refinement of existing teaching skills, the internship would allow for development of new skills which teachers need.

Development of Professional Relationships (Table 5.4)

This second purpose, the development of professional relationships, was also supported by an overwhelming majority (approximately 97%) of each category of employees.

Table 5.2
Perceptions of Interviewees Concerning the Main Reason* for Introducing
the Internship Program

Reasons	Principals (n = 42)		Supervising Teachers (n = 65)	
	f	%	f	%
<u>First Mentions*</u>				
Reduce unemployment of teachers, retain teachers, and reduce discouragement	18	43	30	46
Provide new teachers with a variety of practical experiences	6	14	10	15
Facilitate the transition to teaching	5	12	9	14
Make B.Ed. graduates better teachers	11	26	2	3
Extend and enhance skills	1	2	4	6
Government wanted to pilot-test internship	--	--	3	5
Longer induction period needed	--	--	2	3
Provide additional practical experience	--	--	2	3
ATA was pressing for more practical training	1	2	1	2
Provide additional training	--	--	1	2
Opportunity for interns to prove themselves	--	--	1	2
<u>Second and Later Mentions*</u>				
	f		f	
Reduce unemployment of teachers, retain teachers, and reduce discouragement	8		17	
Gain new practical experience, with assistance	9		13	
Raise skills to required level	5		2	
Help interns to decide whether to stay in teaching	1		2	
Improve the public image of teaching	2		1	
Give potential employers more information	2		1	
Facilitate the transition to teaching	2		1	
Help the school by providing more staff	2		1	
Provide better preparation of teachers	--		2	
Create cheap employment	--		2	

*Some respondents provided more than one "main reason."

Table 5.3

Opinions of Interviewees about Stated Purposes of the Internship Program:
Refinement of Teaching Skills

Opinions	Principals (n = 42)		Supervising Teachers (n = 65)		Interns (n = 49)	
	f	%	f	%	f	%
Agree	40	95	63	97	47	96
Disagree	1	2	--	--	2	4
Undecided	1	2	2	3	--	--
Comments	f		f		f	
Interns require strong supervisory help	4		4		--	
Interns learn more about teaching than in practicum	2		1		4	
Will happen anyway for new teachers	2		--		2	
This is the most important purpose	--		2		1	
<u>New</u> skills are developed by interns	2		--		--	
Interns can observe a variety of techniques in different subjects	2		--		--	
Interns become aware of development needs	2		--		--	
This requires an appropriate assignment	1		1		--	

Table 5.4

Opinions of Interviewees about Stated Purposes of the Internship Program:
Development of Professional Relationships

Opinions	Principals (n = 42)		Supervising Teachers (n = 65)		Interns (n = 49)	
	f	%	f	%	f	%
Agree	40	95	63	97	48	98
Disagree	2	5	2	3	1	2
Undecided	--	--	--	--	--	--
Comments	f		f		f	
Will occur anyway for new teachers	3		1		4	
Occurs because interns are viewed as regular teachers	1		5		3	
Interns are not considered to be regular teachers	--		--		4	
Supervising teachers provide good role models	2		--		--	
Interns have the opportunity to work with central office	2		--		--	
Professional relationships are bound to develop	--		2		--	
Have little time to develop professional relationships	--		--		2	

Assessment of the Intern's Suitability
for Placement (Table 5.5)

Although large majorities of principals (86%), supervising teachers (85%) and interns (80%) agreed that assessment of an intern's suitability for placement was an appropriate purpose, it received less support than did the first two purposes. Those who disagreed or were undecided commented that such assessment is dependent upon the internship situation, that it should occur during the B.Ed. program, that assessment may raise false hopes for employment and that the present number of assessments of the intern is not sufficient.

Further Development of Professional Skills
of Supervising Teachers (Table 5.6)

Although the principals usually supported this purpose (86%), the supervising teachers gave less support (72%) and the interns even less (59%); these figures reflected the greatest spread of percentage agreement for any of the four stated purposes. The associated comments revealed that, while substantial numbers of each employee group considered that the supervising teachers were benefiting, several interviewees perceived that supervising teachers needed in-service education to help in this development.

Most Positive Features of the Internship Program
(Table 5.7)

Free responses about the most positive features of the program were categorized under the headings of Employment, Benefits to Interns, Benefits to Students, Benefits to Schools and Benefits to Supervising Teachers. All employee groups generally perceived that the interns benefited in many ways. Benefits to students and the schools were mentioned by substantial numbers of principals and supervising teachers, but not by a single intern; these benefits related especially to extra attention for students and the acquisition of additional teachers, allowing greater flexibility and productive team teaching. An important side benefit, even though it was mentioned by only three interviewees, involved an obligation on schools to evaluate their operations when they were required to accommodate interns.

Similarly, eight supervising teachers and nine principals considered that the internship program had the benefit of "sharpening up" the supervising teachers. An even more important perceived benefit for supervising teachers was the introduction of new ideas, new techniques and special expertise by interns. These benefits were not mentioned by any interns.

Table 5.5

Opinions of Interviewees about Stated Purposes of the Internship Program:
Assessment of the Intern's Suitability for Placement

Opinions	Principals (n = 42)		Supervising Teachers (n = 65)		Interns (n = 49)	
	f	%	f	%	f	%
Agree	36	86	55	85	39	80
Disagree	4	10	2	3	4	8
Undecided	2	5	8	12	6	12
Comments	f		f		f	
You can observe, not just interview	4		4		--	
This assessment occurs from both the schools' and interns' points of view	3		1		2	
Depends on the internship situation	1		--		4	
Should be assessed during B.Ed. program	--		2		2	
May raise false hopes for employment	3		--		--	
Better assessment than in the practicum	--		--		3	
Interns now feel competent to teach different subjects in different grade levels	--		--		3	
Criteria for assessment are needed	--		2		--	
Interns are not assessed frequently enough	--		--		2	
Interns are allowed to try different grade levels	--		--		2	

Table 5.6

Opinions of Interviewees about Stated Purposes of the Internship Program:
Further Development of Professional Skills of Supervising Teachers

Opinions	Principals (n = 42)		Supervising Teachers (n = 65)		Interns (n = 49)	
	f	%	f	%	f	%
Agree	36	86	47	72	29	59
Disagree	4	10	10	15	8	16
Undecided	2	5	8	12	12	24
Comments	f		f		f	
Supervising teachers are benefiting	26		32		19	
Supervising teachers need in-service education to develop supervisory skills	3		9		4	
Supervising teachers need workshops on role expectations	--		3		2	
Principal also benefits	2		--		1	
Supervising teachers are doing the same thing as they do with student teachers	2		1		--	
Some supervising teachers are set in their ways	--		--		2	
Depends on motivation of supervising teachers	--		--		2	
Supervising teachers are already highly skilled	--		--		2	

Table 5.7
Most Positive Features of the Internship Program

Response	Principals (n = 42) f	Supervising Teachers (n = 65) f	Interns (n = 49) f
EMPLOYMENT			
Better assessment of interns for placement	8	3	--
Better than being unemployed	1	4	5
Helps in making career decisions	1	3	5
Better than being substitute teachers	--	1	3
Improves possibility of employment	3	--	1
BENEFITS TO INTERNS			
Receive assistance, support and opportunities to learn from teachers (more than do beginning teachers)	11	15	32
Good learning experience	12	12	4
Good transition into teaching	7	11	9
Obtain a variety of teaching experiences at different grade levels	5	7	12
Responsibility gradually increases (leading to increased confidence)	5	5	8
Understand school operations over entire year	3	2	13
Have some responsibility, but also "back-up"	2	7	3
Don't have full load of preparation--less pressure and threat, and more time for planning and reflection	5	6	--
Good professional development opportunity	1	1	9
Learn practical matters about school operations	3	1	4
Are able to build up sets of teaching materials	--	3	5
Have more time to develop skills in different areas	1	6	--
Have opportunities to engage in individual activities	1	3	1
Have sufficient time to develop over the year	1	--	3
Can obtain a more realistic view of teaching	--	4	--
Have opportunities to assess strengths and weaknesses before full-time teaching	1	--	2
Learn curricula and obtain materials for teaching in specialty areas	--	3	--
Feel better about full-time teaching	--	--	2

Table 5.7 (Continued)

Response	Principals (n = 42) f	Supervising Teachers (n = 65) f	Interns (n = 49) f
BENEFITS TO STUDENTS			
Students receive extra attention	5	12	--
BENEFITS TO SCHOOLS			
Obtain additional teachers to help with instruction, thereby releasing teachers and providing more flexibility	20	20	--
Allows for productive team teaching and team work	2	6	--
Forces schools to evaluate their operations	2	1	--
BENEFITS TO SUPERVISING TEACHERS			
Interns bring in new ideas, new techniques and special expertise	6	16	--
Forces supervising teachers to consider practices ("sharpen up")	9	8	--
Provides more preparation time	--	4	1
Produces satisfaction in initiating a new teacher	--	2	--

Most Negative Features of the Internship Program
(Table 5.8)

Again, the free responses about the most negative features were classified under several headings. About one quarter of each employment category identified the low salary; this feature was identified most frequently, and justified on the bases of amount of work done and the cost of living. Over half of the interns also identified the lack of even partial credit towards permanent certification. The next most frequently identified category of negative features related to uncertainty about the role of interns: supervising teachers and interns alike commonly identified unclear guidelines for assignment of interns, lack of a role definition and independent responsibility, and misassignment of interns. Also common were concerns over the unclear linkage between internship and employment, inadequate planning and the amount of supervision.

Opinions of Interns about Help Received
(Table 5.9)

In general, the interns were very positive about the help that they received, with 53% offering remarks to the effect that their supervising teachers were very helpful or supportive. Terms such as "excellent," "outstanding," "super," "fantastic" and "superb" were used by a further 35% of the interns. However, substantial numbers of interns received less help and feedback than expected from their principals, assistant principals, assistant superintendents and supervising teachers.

Percentages of the Teaching Day that Interns Were in Charge of Classes (Table 5.10)

At the commencement of their employment in 1985, some of the 49 interns were not in charge of any classes, whereas some carried virtually full teaching loads. The mean time in charge was somewhat over 50% of each school day. By April 1986, the mean had increased to about 75%, but the percentages of change over the year varied greatly, as is shown in the right-hand column of Table 5.10. For example, nine interns reported less than 10% change in the time in charge while eight reported an increase of between 60% and 69%. This question presented some interns with difficulty in deciding what "in charge" meant, but the usual interpretation was that the interns were responsible for lesson planning, delivery and grading, even though the supervising teacher may have been present for substantial periods of time. The two interns in Special Grades 1-12

Table 5.8
Most Negative Features of the Internship Program

Response	Principals (n = 42) f	Supervising Teachers (n = 65) f	Interns (n = 49) f
SALARY			
Salary too low in view of job done and cost of living	10	17	12
No credit on salary grid	--	2	5
CERTIFICATION CREDIT			
No credit--not even partial--towards certification	3	6	26
PERMANENT EMPLOYMENT			
Unclear linkage exists between internship and employment	3	9	5
Not able to offer interns permanent employment	3	--	--
MONITORING			
Program is inadequately monitored	3	2	--
SUPERVISION/EVALUATION			
More time for supervision is needed	--	5	2
Interns are oversupervised	--	2	3
Some interns are assigned to too many supervising teachers	--	2	1
PLANNING			
Little advance warning	4	2	--
Increased administrative workload	2	--	--
Inadequate lead-time to plan for interns' interests and abilities	--	2	--
Insufficient planning	--	--	2
SYSTEM PROCEDURES			
Procedures were changed during the school year	1	3	--
Was introduced too quickly	2	--	--
Some staffs are not clear about purpose	--	2	--
ROLE OF SUPERVISING TEACHER			
Role not clear	1	3	1

Table 5.8 (Continued)

Response	Principals (n = 42)	Supervising Teachers (n = 65)	Interns (n = 49)
	f	f	f
ASSIGNMENT			
Some interns and supervising teachers are not compatible	1	3	--
Too much mobility prevents growth of both intern and students	--	2	1
Intern is not always appropriate for school needs	--	2	--
SPACE			
Interns don't have own classrooms or bases	--	1	4
ROLE OF INTERNS			
Guidelines for assignment of interns are unclear	1	11	5
Role lacks definition	1	8	8
Interns don't have enough independent responsibility	--	5	2
Interns can be treated as "student teachers"	1	2	4
Principals use some interns to fill vacancies or reduce loads rather than hiring teachers	--	5	2
Can be viewed as "cheap labor" or "gophers"	1	4	2
Interns need more meaningful work	--	4	--
Interns did not begin in September	2	1	--
Interns are too restricted in the amount of teaching allowed	2	--	--
Not perceived as regular teachers by students	--	--	2
Parents are confused over the role of interns	--	--	2
Interns are ineligible for vacancies during year in some school systems	--	--	2
Supervising teachers lack confidence in interns	--	--	2

Table 5.9
Opinions of 49 Interns about Help Received

Comments	f	%
POSITIVE		
Supervising teachers are very helpful/supportive	26	53
"Excellent"/"Outstanding"/"Super"/"Fantastic"/"Superb"	17	35
Other teachers, besides supervising teachers, are also helpful	12	24
Principal/assistant-principal provides useful feedback	10	20
"Very good"/"Just great"/"Very positive"	8	16
Principal/assistant-principal ensures that all details are covered	4	8
Am allowed freedom to try out ideas	3	6
"Positive"/"Good"	3	6
Supervising teachers point direction, but allow me to choose	2	4
Am viewed as a member of a team	2	4
NEGATIVE		
Principal/assistant-principal provides less feedback than expected	4	8
Assistant superintendent is less involved than anticipated	2	4
Less help is provided than expected	2	4
Help is provided only if requested	2	4
Supervising teachers have difficulty in leaving their own classes to observe and evaluate interns	2	4
Disappointed about help received in major subject area	2	4
Some give no feedback on teaching	2	4
"Overprotective"	1	2
Principal was ineffective in overcoming lack of help from my supervising teacher	1	2
Sometimes too much evaluation	1	2

Table 5.10

Percentages of the Day that 49 Interns Were in Charge of Classes Initially and Currently,
and Associated Comments

Percentage of Day	In Charge					
	At Commencement of Internship		In April 1986		Change over Year	
	f	%	f	%	f	%
90% or more	1	2	6	13	1	2
80 - 89%	1	2	11	23	1	2
70 - 79	7	15	19	40	--	--
60 - 69	4	9	3	6	8	17
50 - 59	13	28	6	13	4	9
40 - 49	4	9	--	--	2	4
30 - 39	2	4	1	2	8	17
20 - 29	8	17	--	--	8	17
10 - 19	4	9	1	2	6	13
Less than 10%	3	6	--	--	9	19
Not applicable	2	--	2	--	2	--
Comments	f					
Percentage is high because of team teaching	3					
Gradual increase has occurred	3					
Am never in charge--distinctive situation	2					
Even when in charge, I still check with teachers	2					
Spent first months preparing	2					
Percentage fluctuates considerably from day to day	1					
Have taught some full days	1					
Have never been in charge of a class	1					
Am mostly tutoring	1					

schools stated that they could not be in charge because of their distinctive school situations. Also, a considerable amount of team teaching occurred where interns were responsible for working with sections of classes but supervising teachers retained overall control.

Preferences for Employment as Beginning Teachers
Rather than as Interns (Table 5.11)

One third of the interns stated that they were "content" (or similar terms) to be interns, owing to perceived lack of pre-service preparation, their gradual progression into teaching, and guided acquisition of skills and broad experience. However, the majority (55%) would rather have been beginning teachers, mainly because of better pay, certification credit, feelings of competence after the B.Ed. program, and their desire for independence and security.

Satisfaction with Choice of Employment as Interns
(Table 5.12)

The interns were asked "If you had the choice of doing the internship again, would you?" This question was meant to obtain their reactions to their decision to become interns in the autumn of 1985. However, a few initially interpreted the question to mean would they be willing to repeat the internship starting in September 1986. In any event, 67% replied that they were willing to do the internship again, 18% said "No" and 14% were "Undecided," showing general support for the experience. Eleven interns stated that they would have taken jobs as beginning teachers had they been offered.

Supervisory Training of Supervising Teachers
(Table 5.13)

The supervising teachers were asked the following questions:

- (a) Have you received any special training for supervising teachers and interns?
Yes _____ No _____
If "Yes," what was the nature of the training?
- (b) What additional supervisory training would you like to have?

Table 5.11

Preferences of 49 Interns for Employment in 1985-86

Response	f	%
Yes--would rather have been a beginning teacher	27	55
No--content to be an intern	16	33
Undecided	6	12
Comments	f	
<u>Yes</u>		
Receive better pay	12	
Receive certification credit for experience	9	
Felt capable of being a beginning teacher	6	
Wanted more independence and own classroom	5	
Would have felt more secure	3	
But interns received more professional development	2	
But not feel very confident about next year	2	
<u>No</u>		
Didn't feel completely prepared	5	
Can step into teacher's role more gradually	3	
Have acquired the necessary skills this year	2	
Substantial professional development has occurred	2	
Have had the guidance of experienced teachers	2	
Have had a broader experience than beginning teachers	2	
Could try out approaches without repercussions	2	

Table 5.12

Willingness of 49 Interns To Do Internship Again

Response	f	%
Yes	33	67
No	9	18
Undecided	7	14
Comments	f	
Would have taken a job if offered one	11	
Provided a good (or very good) experience	5	
Pay is too low	2	
Internship is better than substitute teaching	2	
Feel even more qualified now	1	
Obtained experience not otherwise available	1	
At least it's something!	1	
The program lacks focus	1	
In comparison with being a beginning teacher, being an intern carries some stigma	1	

Table 5.13

Supervisory Training of 65 Supervising Teachers

(a) Had Supervisory Training?

- (i) Yes 22
 No 43 (16 stated that they had been
 cooperating teachers)

(ii) <u>Type of Training</u>	f
Workshops on internship	8
University courses	4
Teacher effectiveness program	4
Clinical supervision program	3
School system in-service	3
Practicum associate training	2
Other	2

(b) Additional Supervisory Training Desired f

Workshops on supervising interns	14
Workshops on internship program role expectations	13
Workshops on supervision/evaluation	11
None (practicum experience is sufficient)	5
Special university courses	3
Clinical supervision course	3
Two- or three-week course on supervision	2
Teaching effectiveness program	2
Other	4

Only 22 answered "Yes" to part (a), mainly citing workshops on the internship (8 respondents), university courses (4) and teacher effectiveness programs (4). Of the 43 who answered "No," 16 stated that they had been cooperating teachers for B.Ed. students during practica. The need for additional supervisory training was strongly supported, with a variety of types of training being mentioned. Thirteen supervising teachers also identified workshops on role expectations for the internship program, even though these did not constitute strictly supervisory training.

Willingness to Take Interns Again in 1986-87
(Table 5.14)

All principals and 91% of the supervising teachers expressed their willingness to take interns again in 1986-87. Two of the 65 supervising teachers said "No," and four were "Undecided." Most supported their willingness with statements about the positive benefits for the interns, supervising teachers, schools, students, and/or school systems. Four principals had already requested more interns for next year. Three supervising teachers cited heavy mental drain upon them as a reason for not taking further interns, and three would prefer to teach their own classes themselves.

Should Entry to Teaching Require Internship
and Examination?

All who were interviewed were asked these questions:

Do you consider that entry to the teaching profession in Alberta should require either or both of the following?

- (a) successful completion of an internship following the B.Ed. or B.Ed./A.D.
 Yes _____ No _____ Undecided _____
 If "Yes," how long should the internship be?
 If "No," do you consider that the B.Ed. or B.Ed./A.D. program should contain a one-year internship in addition to the practicum?
 Yes _____ No _____ Undecided _____
- (b) passing of an examination set by an appropriate authority after the internship.
 Yes _____ No _____ Undecided _____
 Why did you choose this response?

Table 5.14
Willingness To Take Interns Again in 1986-87

Response	Principals (n = 42)		Supervising Teachers (n = 65)	
	f	%	f	%
Yes	42	100	59	91
No	--	--	2	3
Undecided	--	--	4	6
Comments	f		f	
<u>Yes</u>				
Positive benefits for supervising teacher	10		13	
Positive benefits and experience for interns	16		6	
Positive experience for schools	16		4	
Positive benefits for students	7		2	
Provides new ideas/motivates staff	4		3	
Have requested more interns for next year	4		--	
Beneficial to school program	--		3	
Enjoy working with interns	--		3	
Interns need feedback and support	--		2	
Positive benefits for school systems	2		--	
Class sizes could be reduced	2		1	
Have obligations to train teachers	2		1	
<u>No/Undecided</u>				
Heavy mental drain on supervising teachers	--		3	
Would rather teach own classes	--		3	

Compulsory Internship (Table 5.15)

The principals as a group were more in favor of compulsory internship (71%) than were the supervising teachers (52%) and interns (51%), and especially so when compared with the beginning teachers (33%). Of those who favored compulsory internship, slightly over three quarters supported a one-year period. Those who opposed the idea of compulsory internship provided the views that it should be optional, that the practicum provides sufficient training and that the internship should be in the B.Ed. program.

Examination (Table 5.16)

Very little support was evident for the proposition that a post-internship examination be passed prior to full entry to the teaching profession. Only 5% of the principals, 12% of supervising teachers and 18% of interns supported the proposition, although four interviewees considered that the examination would improve status and quality. Those who were opposed--including seven beginning teachers--emphasized that appropriate evaluation during internship is sufficient, that teaching is difficult to assess by examination and that the B.Ed. program provides enough screening.

Should Permanent Certification Follow Internship? (Table 5.17)

Principals and supervising teachers were asked the following questions:

If an internship of one year were compulsory for all beginning teachers in Alberta, do you consider that Permanent Certification should be granted following successful completion of the internship?

Yes ____ No ____ Undecided ____

Only 14% of the principals and 28% of the supervising teachers answered "Yes." The most frequent rationale for opposing this possibility was that a period of full responsibility is needed before Permanent Certification is granted.

Recommended Internship Program Changes at the Provincial Level for 1986-87 (Table 5.18)

The recommended changes for the Alberta Provincial level were categorized under 13 headings. The most frequently mentioned changes were provision of more specific

Table 5.15

Should Entry to Teaching Require Internship After the B.Ed. Program?

Response	Principals (n = 42)		Supervising Teachers (n = 65)		Interns (n = 49)		Beginning Teachers (n = 12)	
	f	%	f	%	f	%	f	%
Yes	30	71	34	52	25	51	4	33
No	10	24	23	35	17	35	5	42
Undecided	2	5	8	12	7	14	3	25
<u>If Yes</u> - 1 year internship	24	80	26	76	19	77	3	75
other period of internship	6	20	8	24	6	23	1	25
<u>If No</u> , should B.Ed. program include internship and practicum?								
Yes	5	50	11	48	9	53	1	20
No	5	50	8	35	5	29	1	20
Undecided	--	--	4	17	3	18	3	60
Comments	f		f		f		f	
<u>Yes</u>								
If internship, then no practicum	--		--		1		--	
If more effective and structured	--		--		1		--	
If same pay as for a beginning teacher	--		--		1		--	
But should be free to accept a position	--		1		1		--	
Can weed out unsuitable teachers	--		1		--		--	
<u>No/Undecided</u>								
Internship should be optional	--		4		4		1	
Practicum is sufficient	--		--		2		1	
Internship should be in B.Ed.	3		1		2		2	
Internship needs to be improved	--		--		--		2	
Internship can constrain some people	--		--		1		--	
"We survived before"	--		1		--		--	
Too costly for taxpayers	1		--		--		--	
Could depend on subject area	--		--		1		--	
Systems may need teachers, not interns	1		--		--		--	

Table 5.16

Should Entry to Teaching Require Success at Examination Following Internship?

	Principals (n = 42)		Supervising Teachers (n = 65)		Interns (n = 49)		Beginning Teachers (n = 12)	
Response	f	%	f	%	f	%	f	%
Yes	2	5	8	12	9	18	--	--
No	36	86	51	78	35	71	7	58
Undecided	4	10	6	9	5	10	5	42
Comments	f		f		f		f	
<u>Yes</u>								
Would improve status and quality	--		2		2		--	
If on appropriate professional aspects	--		--		3		--	
Check on practical/professional matters	--		2		--		--	
Would provide consistency in experiences	--		1		1		--	
Shows the intern knows the job	--		--		1		--	
If a job were to be guaranteed	--		--		1		--	
If on subject areas--not methodology	--		1		--		--	
<u>No</u>								
Appropriate evaluation is sufficient	24		24		14		6	
Teaching is difficult to assess by examination	11		17		17		4	
B.Ed. is sufficient screening	2		7		6		1	
Every situation is different	2		2		--		--	
Examination can stifle creativity	2		1		--		--	
Internship is for personal assessment	--		--		1		--	
Internship is to help career decisions	--		--		1		--	
<u>Undecided</u>								
Could tell what's been learnt	--		--		1		--	
Needed if teachers not well prepared	--		--		1		--	
Unnecessary if internship is appropriate	--		--		1		--	

Table 5.17
Should Permanent Certification Follow Successful Internship?

Response	Principals (n = 42)		Supervising Teachers (n = 65)	
	f	%	f	%
Yes	6	14	18	28
No	35	83	44	68
Undecided	1	2	3	5
Comments	f		f	
<u>Yes</u>				
As long as a uniform exam is held	1		2	
Internship is more intensive than the usual first-year experience	--		2	
Could still require an additional year for marginally competent teachers	--		1	
<u>No</u>				
Needs period of full responsibility	20		24	
If a meaningful experience, it could count towards certification	5		6	
Need two years after internship	2		9	
<u>Undecided</u>				
Need to know more about the quality of internship	1		2	

Table 5.18

Recommended Internship Program Changes at the Provincial Level for 1986-87

Response	Principals (n = 42) f	Supervising Teachers (n = 65) f	Interns (n = 49) f
ROLE OF INTERNS			
Provide more specific guidelines about responsibilities	5	12	17
Ensure that all have a variety of experiences	1	3	--
ROLE OF SUPERVISING TEACHERS			
Provide more specific guidelines about responsibilities	5	7	6
Provide released time for supervising teachers	--	2	--
COMMUNICATION			
Provide more information about internship program purposes	--	1	5
Provide better criteria for internship program expectations	--	5	1
Provide information about internship experiences	2	--	--
Hold meetings of interns to share experiences	--	--	2
GUIDELINES			
Provide more specific guidelines for placement and experience of interns	2	5	11
Allow more flexibility in use of interns	--	2	--
MONITORING			
Provide more careful monitoring to ensure adherence to guidelines	3	7	5
ORIENTATION			
Have staff of Regional Offices of Education conduct orientation session for principals and supervising teachers	1	2	--
CERTIFICATION			
Allow internship experience to count toward certification	1	1	14
POST-INTERNSHIP EXPERIENCE			
Clarify expectations for interns after completion of internship	2	1	--
SUPPLY			
Provide more interns for schools, i.e., fill all positions	3	2	--
SALARY			
Increase salary of interns	3	4	4
Allow salary grid credit for internship	1	3	5

Table 5.18 (Continued)

Response	Principals	Supervising	Interns
	(n = 42)	Teachers (n = 65)	(n = 49)
	f	f	f
EVALUATION			
Provide clearer guidelines for evaluation of interns	--	3	2
Provide a common format for evaluation	--	--	2
STAFF DEVELOPMENT			
Provide supervisory training for supervising teachers	2	1	1
PLANNING			
Ensure that planning is improved	--	1	2

guidelines about the responsibilities of interns and supervising teachers and about the types of placements and experiences of interns. Needs for better information and improved monitoring were also supported. Fourteen interns supported a change which would allow the internship experience to count toward certification. Three or four of each employee group identified a need to increase the salary of interns, whereas five interns, three supervising teachers and one principal proposed that salary grid credit should be allowed for the internship year.

Recommended Internship Program Changes at the School
Level for 1986-87 (Table 5.19)

Eight headings were used to categorize the changes recommended for the school level for the second year of the internship program. In addition to recommending that roles be specified more clearly, the interviewees identified many aspects related to planning and administration, especially notification of schools, orientation of all teachers about the internship, and provision of appropriate experiences for the interns.

Additional Changes Recommended for the Provincial and School
Levels if Internship Were Made Compulsory
(Tables 5.20 and 5.21)

Principals, supervising teachers and interns were asked the following question: "What additional changes would you recommend if the internship program were made permanent and compulsory for all beginning teachers?" In relation to the Provincial level, none of the suggested changes differed substantially from those reported above and in Table 5.18. The school-level suggestions were also similar to those shown in Table 5.19, except for a concern to give supervising teachers more time for supervision, more supervisory training and better orientation.

Suggested B.Ed. Program Changes if Internship
Were Required of All Teachers

Interviewees were asked this question:

What changes would you see as being necessary in teacher preparation programs in Alberta if the internship were a requirement for all beginning teachers?

- (a) in courses
- (b) in the practicum.

Table 5.19

Recommended Internship Program Changes for the School Level for 1986-87

Response	Principals (n = 42) f	Supervising Teachers (n = 65) f	Interns (n = 49) f
DUTIES OF INTERNS			
Relate teaching to interns' interests, abilities and	2	5	3
Provide more variety in teaching opportunities	3	1	5
Reduce interns' teaching workloads	--	4	1
Require interns to be at school before classes start in September	--	5	--
Give interns more responsibility for classes	--	--	3
EVALUATION AND SUPERVISION			
Evaluate more frequently	1	2	2
Establish evaluation plans and guidelines early	--	1	3
Ensure that interns are properly supervised	--	2	2
Provide more time for discussions	--	2	1
Document expectations for improvement of interns	--	2	--
ROLE OF INTERNS			
Clarify role early	--	3	3
Allow interns to participate in planning their experiences	--	--	2
ROLE OF SUPERVISING TEACHERS			
Clarify role	--	6	4
PLANNING			
Use more and better planning	2	4	5
Plan more gradual introduction to and increase in duties	--	2	2
Involve interns in school planning	1	--	2
ORIENTATION			
Hold orientation programs for all teachers	2	6	5
Provide better orientation for interns	--	--	4
Provide orientation for supervising teachers early in the year	--	4	--
Give a detailed job description to interns	--	--	2
APPOINTMENT OF INTERNS			
Notify schools earlier about approval of internship positions and interns selected	8	6	4
Notify interns earlier about employment	--	--	2
FACILITIES			
Assign interns their own rooms/space	1	--	4

Table 5.20

Additional Changes Recommended in the Internship Program at Provincial Level if
Internship Were Compulsory

Response	Principals (n = 42)	Supervising Teachers (n = 65)	Interns (n = 49)
	f	f	f
GUIDELINES			
Provide more specific guidelines for placement and experience of interns	1	6	4
Ensure that interns have some tasks for which they are fully responsible	2	--	--
CERTIFICATION			
Allow internship experience to count toward certification	1	7	8
MONITORING			
Provide more careful monitoring to ensure adherence to guidelines	2	--	--
SALARY			
Increase salary paid to interns	--	6	3
Allow salary grid credit for the internship year	--	--	2
EVALUATION			
Introduce a Province-wide system for evaluating interns	--	3	--
POST-INTERNSHIP EMPLOYMENT			
Clarify expectations for interns after completion of internship (perhaps job guarantees)	--	2	2
RELATIONSHIP TO B.ED.			
Include internship in B.Ed. program	2	4	1
FUNDING			
Provide sufficient funding to ensure that internship is attractive to school systems	4	--	--

Table 5.21

Additional Changes Recommended in the Internship Program at School Level if
Internship Were Compulsory

Response	Principals (n = 42) f	Supervising Teachers (n = 65) f	Interns (n = 49) f
DUTIES OF INTERNS			
Give interns a greater variety of experiences	--	2	--
GUIDELINES			
Provide clearer guidelines	--	1	2
EVALUATION AND SUPERVISION			
Give supervising teachers released time for supervision	3	2	--
Supervision should be better organized	--	--	2
PLANNING			
Better planning of interns' experiences	3	2	3
ORIENTATION			
Provide better orientation for principals and supervising teachers	--	2	2
TRAINING OF SUPERVISING TEACHERS			
Provide supervision training for supervising teachers	--	2	--
APPOINTMENT OF INTERNS			
Inform principals and interns earlier about placements	3	--	2
Ensure that supervising teachers and interns are fully compatible	1	2	1
Match interns and school needs carefully	1	2	--

Courses (Table 5.22)

Most of the suggestions and comments made about courses related to current B.Ed. programs and were not direct answers to the question. There was clear support for courses which emphasized practical aspects, especially planning, classroom management and effective teaching techniques. A substantial proportion of respondents--especially the interns--saw little or no change as needed.

Practicum (Table 5.23)

Interviewees answered the question about the impact of compulsory internship upon the practicum more directly than they did the question about its impact on courses. Opinions were divided on the issue of changes in length of the practicum. Some, especially those who favored a more practical B.Ed. program, proposed expansion of the practicum, particularly in the early years of the program. However, some other interviewees considered that the practicum could be cut back or even discontinued. These possible changes had proponents in each of the three major employee groups interviewed. Others favored incorporation of the internship in the B.Ed. program, either as a fourth or fifth year.

Preferences for Agencies to Administer a
Compulsory Internship Program
(Table 5.24)

Principals and supervising teachers were asked this question:

If a one-year internship were compulsory for all beginning teachers in Alberta, which organization or organizations do you consider should have the major responsibility for the administration (excluding policy formation) of the internship program?

- (a) Alberta Education
- (b) Alberta Teachers' Association
- (c) Individual school systems
- (d) Universities
- (e) A consortium: specify composition
- (f) Other: please specify.

The consortium alternative was favored by 56% of the principals and 68% of the supervising teachers, with arrangements involving school systems and universities being most commonly advocated. Having school systems bear the major responsibility was favored by 38% of the principals but by only 9% of the supervising teachers. The most

Table 5.22

Suggested Changes in B.Ed. Program Courses if Internship Were Required
of All Teachers

Suggestion/Comment	Principals (n = 42)	Supervising Teachers (n = 65)	Interns (n = 49)
	f	f	f
Have a course on classroom management, especially on discipline	8	8	2
Have more practical courses, e.g., on course planning, split grades and the register	2	8	7
Some courses are of little value	2	2	7
No change except a course on internship	3	5	3
Place more emphasis on effective teaching courses	5	1	1
Have more curriculum and instruction courses, especially in specializations	1	2	4
Have stronger concentration on subject specializations	--	2	2
Reduce course work and add more practice teaching	--	1	3
Have a course dealing with special children	--	1	2
Have a course on test development	--	--	2
Have a course on child development	--	2	--
No or little change	7	14	17
No opinion/undecided	14	26	4

Table 5.23

Suggested Changes in B.Ed. Program Practicum if Internship Were Required
of all Teachers

Suggestion/Comment	Principals (n = 42)	Supervising Teachers (n = 65)	Interns (n = 49)
	f	f	f
Expand practicum in early years of B.Ed. program	4	8	6
Cut back practicum	5	5	6
Move practicum to third year and place internship in <u>fourth</u> year of B.Ed. program	1	3	7
Discontinue practicum	2	2	6
Move practicum to third year and place internship in <u>fifth</u> year of B.Ed. program	1	4	1
Increase length of practicum	--	2	4
Use practicum to allow students to decide upon teaching as a career and upon preferred grade levels	3	1	1
Practicum should focus on practical matters	1	2	1
Relate practicum closely to courses	--	2	--
Have practicum experiences in each year	--	--	2
No change	17	21	14
Don't know/No opinion/Undecided	6	11	4

Table 5.24

Preferences for Agencies to Have Major Responsibility for Administering a Compulsory
Internship Program for Beginning Teachers

Agency	Principals		Beginning Teachers	
	f	%	f	%
(a) Alberta Education	2	5	1	2
(b) Alberta Teachers' Association	1	2	3	5
(c) School systems	16	38	5	9
(d) Universities	--	--	2	4
(e) Consortium				
- unspecified	--	--	2	4
- (a) (b) (c) (d)	7	17	9	16
- (c) (d)	5	12	4	7
- (a) (b)	--	--	4	7
- (a) (c) (d)	4	10	6	11
- (a) (d)	3	7	3	5
- other specified	4	10	10	18
(f) Undecided	--	--	6	11
Total	42	100	55	100

commonly favored consortium if all consisted of all four of the agencies listed--Alberta Education, Alberta Teachers' Association, school systems and universities. This was the only arrangement in which involvement of the Alberta Teachers' Association received any substantial support.

Ratings of the Value of the Internship Program

The principals, supervising teachers and interns were asked to answer this question:

What is your overall assessment of the value of the current Alberta internship program?

1	2	3	4	5	6	7	8	9	10	0
Poor								Excellent		Unable to judge

Their responses are presented below in these ways: overall distributions, distributions by school level, and distributions by sex.

Overall Distributions (Table 5.25)

The 42 principals tended to rate the value of the program more highly (mean of 8.4) than did the supervising teachers (7.6) and interns (7.5). Substantial percentages of these three groups, 40%, 27% and 20%, assigned ratings of 9 or higher. No principal assigned a rating lower than 6.5, whereas 20% of the supervising teachers and 16% of the interns assigned ratings below this value.

Distributions by School Level (Table 5.26)

The ratings of value by respondents were categorized first by school level. The small numbers in each level do not permit defensible generalizations to be drawn, but the fact that all three respondent groups tended to show higher mean ratings for the 12 elementary schools than for 10 senior high schools is worthy of note.

Distributions by Sex (Table 5.27)

The 40 female supervising teachers tended to rate the value of the internship program slightly higher than did the male supervising teachers (means of 7.7 and 7.4), but the reverse occurred for the 41 female and 9 male interns (7.4 cf. 8.1). Again, the small numbers make generalizations difficult to defend, so these data are presented for interest only.

Table 5.25
Ratings of the Value* of the Current Internship Program

Rating	Principals (n = 42)		Supervising Teachers (n = 65)		Interns (n = 49)	
	f	%	f	%	f	%
10	6	14	9	4	6	12
9.5	1	2	1	2	--	--
9	10	24	7	11	4	8
8.5	4	10	--	--	--	--
8	13	31	18	28	15	31
7.5	1	2	3	5	4	8
7	4	10	12	18	8	16
6.5	2	5	1	2	2	4
6	--	--	7	11	2	4
5.5	--	--	--	--	--	--
5	--	--	2	3	3	6
4.5	--	--	--	--	--	--
4	--	--	3	5	3	6
3.5	--	--	--	--	--	--
3	--	--	1	2	--	--
Unable to judge	1	2	1	2	2	4
Mean	8.4		7.6		7.5	

*The value was assessed on a scale ranging from 1 (Poor) to 10 (Excellent)

Table 5.26

Ratings of the Value* of the Current Internship Program by Interviewees
Classified by School Level**

School Level	Number of Schools	Principals (n = 41)			Supervising Teachers (n = 64)			Interns (n = 47)		
		Range	n	Mean	Range	n	Mean	Range	n	Mean
K-6 1-6	12	6.5-10	12	8.5	4-10	18	8.2	4-10	13	8.0
K-8 K-9 1-9 5-9 6-9	9	7.5-10	9	8.5	6-10	15	8.3	5-10	9	7.5
7-9	6	7-9.5	6	8.8	5-9	7	7.0	4-9	5	7.3
1-12 Special	2	9-10	2	9.5	8	3	8.0	5-9	3	7.3
7-12 8-12	3	8	2	8.0	4-8	4	6.5	6-10	3	7.7
10-12	10	6.5-10	10	8.1	3-8	17	6.8	4-10	16	7.4
Total	42	6.5-10	41	8.4	3-10	64	7.6	4-10	47	7.5

*Value was rated on a scale ranging from 1 (Poor) to 10 (Excellent).

**Responses of "Unable to judge" have been omitted.

Table 5.27

Ratings of the Value* of Current Internship Program by Supervising Teachers
and Interns Classified by Sex

Rating	Supervising Teachers (n = 65)				Interns (n = 49)			
	Female		Male		Female		Male	
	f	%	f	%	f	%	f	%
10	6	15	3	12	4	10	2	25
9.5	1	3	--	--	--	--	--	--
9	5	13	2	8	4	10	--	--
8.5	--	--	--	--	--	--	--	--
8	12	30	6	24	12	29	3	38
7.5	2	5	1	4	3	7	1	13
7	4	10	8	32	8	20	--	--
6.5	1	3	--	--	2	5	--	--
6	5	13	2	8	2	5	--	--
5.5	--	--	--	--	--	--	--	--
5	--	--	2	8	2	5	1	13
4.5	--	--	--	--	--	--	--	--
4	2	5	1	4	3	7	--	--
3.5	--	--	--	--	--	--	--	--
3	--	--	--	--	--	--	--	--
Unable to judge	1	3	--	--	1	2	1	13
Total	40	100	25	100	41	100	8	100
Mean	7.7		7.4		7.4		8.1	

*Value was rated on a scale ranging from 1 (Poor) to 10 (Excellent).

Overall Assessment: Other Comments (Table 5.28)

Interviewees added some comments when assessing the value of the internship program. These remarks provided little new information or insight. Perhaps the most noteworthy set of comments was the view of five supervising teachers that the internship program will become more beneficial as we learn from this experience.

Additional Comments
(Table 5.29)

At the end of the interviews, respondents were asked to provide any additional comments. These were categorized under the eight headings as shown in Table 5.29. Again, they did not add much new information beyond that obtained in earlier questions. The most frequent comments related to positive assessments of the internship experience, the need for better planning and clearer guidelines, and the desirability of obtaining certification credit and higher salaries.

Opinions of Beginning Teachers

The opinions of the 12 beginning teachers, other than those opinions presented in Tables 5.15 and 5.16, are provided in this section under headings which reflect the thrust of the questions.

Comparisons of Experiences (Table 5.30)

The beginning teachers were asked this question:

How do you compare your experience as a beginning teacher with that of the intern(s) in your school?

- (a) your orientation
- (b) how you are supervised
- (c) your professional development activities
- (d) your duties
- (e) other aspects.

Substantial proportions of the beginning teachers felt that they could not make the requested comparison. Those who could compare deemed the orientation to be about the same for beginning teachers and interns. Three thought that the supervision afforded each was probably the same, and three made the same judgement about the professional development activities provided. The others usually considered that interns received more supervision/evaluation and professional development. Only four beginning teachers

Table 5.28
Other Comments Associated with Overall Assessments of the Value
of the Internship Program

Comments	Principals (n = 42)	Supervising Teachers (n = 65)	Interns (n = 49)
	f	f	f
Interns obtain many rewards	2	2	8
Some "kinks" need to be worked out	--	3	4
Internship will be more beneficial as we learn from experience with it	--	5	--
Upset because interns probably can't obtain employment in systems	3	1	2
Need better guidelines and role descriptions	1	1	2
Supervising teachers obtain rewards	--	2	--
Should be credited toward experience for certification	--	--	2
Will improve the profession of teaching	2	--	--

Table 5.29
Additional Comments

Comments	Principals (n = 42) f	Supervising Teachers (n = 65) f	Interns (n = 49) f
BENEFITS FOR INTERNS			
Valuable positive learning experience	4	3	6
Helps in transition	--	--	2
PLACEMENT OF INTERNS			
Interns and supervising teachers should be compatible	--	2	2
Interns should be matched to situations	--	3	--
POST-INTERNSHIP EMPLOYMENT			
Internship should be a selection mechanism	1	--	2
Should help interns obtain employment	2	--	--
OVERALL PROGRAM			
Want to see internship continue	4	7	1
Clarify guidelines and role descriptions	1	2	4
Should be compulsory either for all beginning teachers or for none	--	2	4
Excellent program	3	2	--
Should be monitored carefully	--	2	1
Needs more careful planning	2	--	--
RELATIONSHIP TO B.ED.			
Incorporate with/integrate in B.Ed. program	2	2	--
SALARY			
Should be increased	2	3	--
BENEFITS TO SUPERVISING TEACHERS			
A pleasure to work with another teacher	--	4	--
Has been enjoyable	--	4	--
Good professional growth	--	2	--
CERTIFICATION			
Experience should count toward certification	2	1	4

Table 5.30

Comparisons by the 12 Beginning Teachers of Their Experiences and Those of
Interns in the Same Schools

Response	f
ORIENTATION	
Identical/probably the same	7
Cannot compare/no comparison provided	5
SUPERVISION	
Cannot compare/no comparison provided	6
Probably the same	3
Interns receive more supervision/evaluation	3
PROFESSIONAL DEVELOPMENT	
Cannot compare/no comparison provided	5
Probably the same	3
Interns have more professional development activities	2
Beginning teacher has more professional development activities	1
Interns receive much more encouragement	1
DUTIES	
No information/don't know	8
Probably similar	1
Beginning teacher has more variety	1
Intern has more variety	1
Intern moves more gradually into teaching	1
OTHER ASPECTS	
Intern receives lower salary	2
Beginning teacher has a home room	2
Generally treated exactly the same by other teachers	2
Intern has lower status	1
Have more in common with intern than with other teachers	1
Have a good relationship with intern	1
Some interns teach in too many areas	1

compared their duties with those of interns, and all of their comparisons were different. Concerning other aspects, two replied that they were treated exactly the same as the interns by other teachers, while others mentioned differences in salary, having home rooms, and status.

Assistance Wanted (Table 5.31)

This question was worded as follows:

In what aspects of teaching, if any, would you like to have received more assistance?

- (a) from staff at your school
- (b) from staff in the central office of your school system.

Nine beginning teachers did not want any more assistance from school staff, and 11 replied similarly with respect to assistance from central office staff. The additional assistance that they wanted included more general advice, a mentor early in the year, more course guidance, more consultation time, better orientation, more information on roles and procedures and more funds for programs.

Most Positive Features (Table 5.32)

In order to obtain comparative information, the 12 beginning teachers were asked "What are the most positive features of being a beginning teacher rather than an intern?" Those features which were identified by at least three beginning teachers were more realistic salary/benefits (9 respondents), having control of classes/students (7), more secure careers (5), having more responsibility (4), having more esteem/status (4), having control of programs (3), and receiving permanent certification credit (3).

Most Negative Features (Table 5.33)

The most negative features of being beginning teachers as compared with being interns were perceived to relate mainly to having less time for planning (3 mentions) and lacking "back-up" help when faced with problems (2), as well as having responsibility without sufficient experience (2). The interns were seen to be more involved in developmental activities of various types (3), to receive more help (2), and to have more time for preparation and development of specializations (1).

Table 5.31

Aspects in Which the 12 Beginning Teachers Wanted
More Assistance

Aspect	f
FROM SCHOOL STAFF	
More general assistance from subject team	2
A mentor in the first few weeks	2
More guidance on a course	1
More time available for consultation	1
Better orientation	1
More information on rules and procedures	1
None/treated very well/very helpful	9
FROM CENTRAL OFFICE STAFF	
More funds for programs	1
None/treated very well	11

Table 5.32

Perceptions of the 12 Beginning Teachers of the Most
Positive Features of Being Beginning Teachers
Rather than Interns

Most Positive Features	f
Receive more realistic salary/benefits	9
Have control of my class/students	7
Know that my career is probably more secure	5
Have more responsibility	4
Have more esteem/status as a teacher	4
Have control of the program	3
Receive credit toward permanent certification	3
Have my own home room	2
Become competent faster because of full schedule	2
Have pride in being a beginning teacher	1
Have stability in my assignment	1
Provides consistency for students	1
Have program continuity	1
Have opportunity to see student improvement	1
Have more chance for professional development	1

Table 5.33

Perceptions of the 12 Beginning Teachers of the Most
Negative Features of Being Beginning Teachers
Rather than Interns

Most Negative Features	f
Have less time for planning because of heavy work load	3
Have responsibility without sufficient experience	2
Without "back up" when faced with problems	2
Interns receive more help	2
People expect more of beginning teachers	1
Internship allows time for full preparation and to develop a specialization	1
Internship allows time to see entire school operation	1
Receive insufficient communication	1
Interns have more freedom for travel around the school system	1
Interns are more involved in professional development activities	1
Interns have some negative feelings toward beginning teachers because of salary	1
Have made mistakes that would have been avoidable with more help	1

Employment Preferences (Table 5.34)

Ten of the 12 beginning teachers stated that they would rather be beginning teachers than interns. Two would rather have been interns so that they could have had some supervised experience. The most common reasons provided to support the preference for their current status were reasonable pay (5 mentions) and perceptions that the internship is not yet properly organized and monitored (3).

Other Comments (Table 5.35)

Various "other comments" were provided by the 12 beginning teachers about both their experiences and the internship program. Six conceded that they had found their first year hard. Their comments about the internship were diverse, covering topics already referred to earlier in this report.

Summary

A stratified, random, representative sample of 42 schools throughout Alberta was selected. Confidential interviews were conducted in these schools in April and May 1986 with 42 principals (or designates), 65 supervising teachers, 49 interns and 12 beginning teachers.

Information provided in the interviews showed that the orientation, supervision and professional development activities for interns varied widely from school to school, as did the duties assigned to interns. Some interns taught very little, whereas others had about the same teaching loads as regular teachers. These variations largely reflected a lack of clarity in role descriptions and poor understanding of the purposes of the internship program.

Reduction of unemployment among teachers was the main reason advanced to account for the introduction of the program. The interviewees agreed strongly with the goals of refining teaching skills and developing professional relationships, less strongly with the goal of assessing the intern's suitability for placement, and even less with further development of the professional skills of supervising teachers.

Initially the interns averaged about 55% of each day in charge of classes; this had increased to about 75% by April/May, but considerable variability occurred among the schools. Many were engaged in diverse activities which gave them greater insight into school operations and enriched the lives of the schools. The most positive features identified by the respondent groups collectively were benefits of

Table 5.34

Preferences of the 12 Beginning Teachers about Being Interns
Rather than Beginning Teachers

Preference	f	%
Yes--rather be an intern	2	17
No--rather be a beginning teacher	10	83
Comments	f	
YES		
Could have used more supervised experience, but not for a full year	2	
NO		
Nice to receive reasonable pay	5	
Internship is not yet properly organized or monitored	3	
Have been a substitute teacher for two years	1	
Enjoy idea of permanent contract next year	1	
Have more control and freedom	1	
Have had good experience in this school	1	
Would feel inhibited as an intern	1	
Would have less security as an intern	1	

Table 5.35

Other Comments of the 12 Beginning Teachers

Comment	f
I am enjoying teaching after a hectic first semester	1
"It was a hard, hard year"	1
Did not know what was expected	1
Difficult to learn how to plan and actually to undertake planning	1
"It might be valuable to cut down the load of a beginning teacher"	1
"First year was rough." Would have been easier with better practicum <u>or</u> internship, but probably not a full year	1
Best way to learn is just to go and do it	1
First year should be 50% teaching and 50% other activities involving many teachers and the university	1
Intern has less respect that I do--internship is like substitute teaching	1
Don't know much about what the intern does	1
Recommend that internship be compulsory as the fourth year of the B.Ed. program	1
Too much uncertainty concerning post-internship employment	1
Internship should either be compulsory for all or be unavailable	1
Strict internship guidelines are needed	1

of various types to the interns, supervising teachers, schools and pupils. The most negative features were the low salary, the denial of credit toward permanent certification, lack of role clarity, and some misassignment of interns. Generally, the interns were very positive about the help that they received from their supervising teachers and others. A slight majority (55%) of the interns would rather have been beginning teachers, but 67% stated that, had they had the benefit of current hindsight, they would still have opted for the internship. All principals and 91% of the supervising teachers were willing to engage interns again in 1986-87. Most of the supervising teachers had had no supervisory training, and many wanted this to be provided.

Changes which respondents felt should be initiated at the Provincial level for 1986-87--including those if the internship were made permanent and compulsory--related mainly to more specific guidelines, better monitoring and a higher salary for interns. Changes recommended for the school and school system levels involved better placement and richer experience of interns, better planning, earlier notification to schools of the interns selected, more structured orientation, provision of more time for supervision by supervising teachers and better training for those teachers.

With respect to entry to the teaching profession, 71% of the principals favored a period of compulsory internship, but this was supported by only slight majorities of the supervising teachers and interns. The suggestion that entry might also require success at a post-internship examination was viewed negatively. Another suggestion, that permanent certification be granted after successful completion of an internship, was also rejected. When contemplating the impact of compulsory internship upon the B.Ed. program, respondents favored greater practical orientation to courses, but opinions concerning the impact upon the practicum were mixed and frequently were contradictory. Most interviewees considered that a consortium of some type would be best placed to administer a compulsory internship program, but 38% of the principals thought that school systems alone should have this responsibility.

The 12 beginning teachers were not able to compare all aspects of their experiences with those of interns in the same schools. However, they noted that the interns received more help, and they considered that, in view of the difficulties associated with first-year teaching, they would have benefited from this help as well as from mentoring and time for consultation. Most were pleased that they were beginning teachers rather than interns; reasons related to salary and benefits, security, responsibility and status.

Finally, the internship program was rated highly or

moderately highly overall by most interviewees, although the principals tended to rate the program considerably higher than did the interns and their supervising teachers. A synthesis of the content of the interviews as a whole could be stated as follows: In spite of difficulties associated with rapid introduction of the internship program, especially with respect to role clarity and purposes, the 1985-86 experience has shown that a well-planned internship can be of very great benefit to neophyte teachers as well as to their supervising teachers and their schools.

APPENDIX A**INTERVIEW SCHEDULE: PRINCIPALS**

INTERVIEW SCHEDULE - PRINCIPALS

The purpose of this interview is to obtain your opinions about aspects of the current Alberta Internship Program. As you know, one purpose of the Internship Program is to facilitate the transition from university student to professional teacher. Your opinions are essential input to our evaluation of the Internship Program. These opinions will be held in confidence, i.e., they will help us to obtain information and understandings about how the Internship is viewed by principals, but the source of individual opinions will not be identified.

1. What do you feel was the main reason for introduction of the Internship in Alberta?
2. Please describe these aspects of the Internship Program in your school.
 - (a) orientation of the Intern
 - (b) supervision of the Intern
 - (c) professional development activities for the Intern
 - (d) duties of the Intern
 - (e) special arrangements
3. From your perspective as a principal, what are the most positive features of the Internship Program?
4. From your perspective as a principal, what are the most negative features of the Internship Program?
5. What are your views on each of these stated purposes of the Alberta Internship Program?
 - (a) refinement of teaching skills
 - (b) development of professional relationships
 - (c) assessment of the Intern's suitability for placement
 - (d) further development of the professional skills of Supervising Teachers
6. What changes would you see as being necessary in teacher preparation programs in Alberta if the Internship were a requirement for all beginning teachers?
 - (a) in courses
 - (b) in the practicum

7. Do you consider that entry to the teaching profession in Alberta should require either or both of the following?

(a) successful completion of an Internship following the B.Ed. or B.Ed./A.D.

Yes ____ No ____ Undecided ____

If "Yes," how long should the Internship be?

If "No," do you consider that the B.Ed. or B.Ed./A.D. program should contain a one-year Internship in addition to the practicum?

Yes ____ No ____ Undecided ____

(b) passing of an examination set by an appropriate authority after the Internship

Yes ____ No ____ Undecided ____

Why did you choose this response?

8. What suggestions would you make for improvement of the Internship Program in 1986-87?

(a) in your school

(b) in the overall provincial program

9. What additional changes would you recommend if the Internship Program were made permanent and compulsory for all beginning teachers?

(a) in your school

(b) in the overall provincial program

10. If a one-year Internship were compulsory for all beginning teachers in Alberta, which organization or organizations do you consider should have the major responsibility for the administration (excluding policy formation) of the Internship Program?

(a) Alberta Education

(b) Alberta Teachers' Association

(c) Individual school systems

(d) Universities

(e) A consortium: specify composition

(f) other: please specify

11. If an Internship of one year were compulsory for all beginning teachers in Alberta, do you consider that Permanent Certification should be granted following successful completion of the Internship?

Yes ____ No ____ Undecided ____

12. Would you take another Intern next year?

Yes ____ No ____ Undecided ____

Why did you choose this response?

13. What is your overall assessment of the value of the current Alberta Internship Program?

1	2	3	4	5	6	7	8	9	10	0
Poor								Excellent		Unable to judge

14. Any other comments?

APPENDIX B

INTERVIEW SCHEDULE: SUPERVISING TEACHERS

INTERVIEW SCHEDULE--SUPERVISING TEACHERS

The purpose of this interview is to obtain your opinions about aspects of the current Alberta Internship Program. As you know, one purpose of the Internship Program is to facilitate the transition from university student to professional teacher. Your opinions are essential input to our evaluation of the Internship Program. These opinions will be held in confidence, i.e., they will help us to obtain information and understandings about how the Internship is viewed by Supervising Teachers, but the source of individual opinions will not be identified.

1. What do you feel was the main reason for introduction of the Internship in Alberta?
2. Please describe the Internship Program in your school.
 - (a) orientation of your Intern
 - (b) supervision of your Intern
 - (c) professional development activities for your Intern
 - (d) duties of your Intern
 - (e) special arrangements
3. From your perspective as a Supervising Teacher of your Intern, what are the most positive features of the Internship Program?
4. From your perspective as a Supervising Teacher of your Intern, what are the most negative features of the Internship Program?
5. What are your views on each of these formal objectives of the Alberta Internship Program?
 - (a) refinement of teaching skills
 - (b) development of professional relationships
 - (c) assessment of the Intern's suitability for placement
 - (d) further development of the professional skills of Supervising Teachers
6. What changes would you see as being necessary in teacher preparation programs in Alberta if the Internship were a requirement for all beginning teachers?
 - (a) in courses
 - (b) in the practicum

7. Do you consider that entry to the teaching profession in Alberta should require either or both of the following?

- (a) successful completion of an Internship following the B.Ed. or B.Ed./A.D.

Yes ____ No ____ Undecided ____

If "Yes," how long should the Internship be?

If "No," do you consider that the B.Ed. or B.Ed./A.D. program should contain a one-year Internship in addition to the practicum?

Yes ____ No ____ Undecided ____

- (b) passing of an examination set by an appropriate authority after the Internship

Yes ____ No ____ Undecided ____

Why did you choose this response?

8. What suggestions would you make for improvement of the Internship Program in 1986-87?

- (a) in your school
(b) in the overall provincial program

9. What additional changes would you recommend if the Internship Program were made permanent and compulsory for all beginning teachers?

10. (a) Have you received any special training for supervising teachers and Interns?

Yes ____ No ____

If "Yes," what was the nature of the training?

- (b) What additional supervisory training would you like to have?

11. If a one-year Internship were compulsory for all beginning teachers, which organization or organizations do you consider should have the major responsibility for the administration (excluding policy formation) of the Internship Program?

- (a) Alberta Education
(b) Alberta Teachers' Association
(c) Individual school systems
(d) Universities
(e) A consortium: specify composition
(f) other: please specify

12. If an Internship of one year were compulsory for all beginning teachers in Alberta, do you consider that Permanent Certification should be granted following successful completion of the Internship?

Yes ____ No ____ Undecided ____

13. Would you be willing to supervise another Intern next year?

Yes ____ No ____ Undecided ____

Why did you choose this response?

14. What is your overall assessment of the value of the current Alberta Internship Program?

1	2	3	4	5	6	7	8	9	10		0
Poor									Excellent		Unable to judge

15. Any other comments?

APPENDIX C**INTERVIEW SCHEDULE: INTERNS**

INTERVIEW SCHEDULE - INTERNS

The purpose of this interview is to obtain your opinions about aspects of the current Alberta Internship Program. As you know, one purpose of the Internship Program is to facilitate the transition from university student to professional teacher. Your opinions are essential input to our evaluation of the Internship Program. These opinions will be held in confidence, i.e., they will help us to obtain information and understandings about how the Internship is viewed by the Interns themselves, but the source of individual opinions will not be identified.

1. Please describe these aspects of the Internship Program in your school.
 - (a) your orientation
 - (b) how you are supervised
 - (c) your professional development activities
 - (d) your duties
 - (e) other aspects
2. What are your opinions about the help that you have received from teachers and administrators?
3. From your perspective as an Intern, what are the most positive features of the Internship Program?
4. From your perspective as an Intern, what are the most negative features of the Internship Program?
5. What are your views on each of these stated purposes of the Alberta Internship Program?
 - (a) refinement of teaching skills
 - (b) development of professional relationships
 - (c) assessment of the Intern's suitability for placement
 - (d) further development of the professional skills of Supervising Teachers
6. What changes would you see as being necessary in teacher preparation programs in Alberta if the Internship were a requirement for all beginning teachers?
 - (a) in courses
 - (b) in the practicum

7. Do you consider that entry to the teaching profession in Alberta should require either or both of the following?

(a) successful completion of an Internship following the B.Ed. or B.Ed./A.D.

Yes ____ No ____ Undecided ____

If "Yes," how long should the Internship be?

If "No," do you consider that the B.Ed. or B.Ed./A.D. program should contain a one-year Internship in addition to the practicum?

Yes ____ No ____ Undecided ____

(b) passing of an examination set by an appropriate authority after the Internship.

Yes ____ No ____ Undecided ____

Why did you choose this response?

8. What suggestions would you make for improvement of the Internship Program in 1986-87?

(a) in your school

(b) in the overall provincial program

9. What additional changes would you recommend if the Internship Program were made permanent and compulsory for all beginning teachers?

(a) in your school

(b) the overall provincial program

10. In retrospect, would you prefer to have been a beginning teacher this year rather than an Intern?

Yes ____ No ____ Undecided ____

If Yes or No, why?

11. What is your overall assessment of the value of the current Alberta Internship Program?

1	2	3	4	5	6	7	8	9	10	0	
Poor					Excellent					Unable to judge	

12. If you had the choice of doing the Internship again, would you?

Yes ____ No ____ Undecided ____

13. What average percentage of the school day were you in charge of a class when you commenced your Internship in this school year? ____%
14. What average percentage of the school day are you currently in charge of a class? ____%
15. Any other comments?

APPENDIX D

INTERVIEW SCHEDULE: BEGINNING TEACHERS

INTERVIEW SCHEDULE - BEGINNING TEACHERSIN SAME SCHOOL AS INTERN

The purpose of this interview is to obtain your opinions about aspects of the current Alberta Internship Program. As you know, one purpose of the Internship Program is to facilitate the transition from university student to professional teacher. Your opinions are essential input to our evaluation of the Internship Program. These opinions will be held in confidence, i.e., they will help us to obtain information and understandings about how the Internship is viewed by beginning teachers, but the source of individual opinions will not be identified.

1. How do you compare your experience as a beginning teacher with that of the Intern(s) in your school?

- (a) your orientation
- (b) how you are supervised
- (c) your professional development activities
- (d) your duties
- (e) other aspects

2. Do you consider that entry to the teaching profession in Alberta should require either or both of the following?

- (a) successful completion of an Internship following the B.Ed. or B.Ed./A.D.

Yes ____ No ____ Undecided ____

If "Yes," how long should the Internship be?

If "No," do you consider that the B.Ed. or B.Ed./A.D. program should contain a one-year Internship in addition to the practicum?

Yes ____ No ____ Undecided ____

- (b) passing of an examination set by an appropriate authority after the Internship

Yes ____ No ____ Undecided ____

Why did you choose this response?

3. In what aspects of teaching, if any, would you like to have received more assistance?

- (a) from staff at your school
- (b) from staff in the central office of your school system

4. What are the most positive features of being a beginning teacher rather than an Intern?
5. What are the most negative features of being a beginning teacher rather than an Intern?
6. In retrospect, would you prefer to have been an Intern this year rather than a beginning teacher?

Yes ____ No ____ Undecided ____

Why did you choose this response?

7. What average percentage of the school day were you in charge of a class when you commenced teaching in this school year? ____%
8. What average percentage of the school day are you currently in charge of a class? ____%
9. Any other comments?

APPENDIX E

COVERING LETTER TO PRINCIPALS BY E. W. RATSOY



4 April 1986

Further to Dr. Bosetti's letter (attached), I wish to provide some details about the interviews relevant to our evaluation of the Alberta Internship Program.

These interviews will be conducted in your school in April or early May by one of the professors named below.

I would like to suggest that he/she spends about 30-45 minutes with you, and about the same period of time with one or two Supervising Teachers who have directly worked with your Intern, and your Intern(s) and Beginning Teacher(s), if any, as identified below.

The interviewer will be telephoning you directly to set up an actual date and times.

We look forward to the opportunity to obtain your views and those of your staff about this new initiative in education in Alberta. I wish to reiterate Dr. Bosetti's comment about the importance of your input in the evaluation process.

Yours sincerely,

Eugene W. Ratsoy
Professor

p.c. Superintendents of Schools

Intern(s):

Beginning Teacher(s):

University of Alberta--Professors D. Friesen, E. Holdaway,
F. Levasseur-Ouimet, E. Ratsoy, & C. Tardif
University of Calgary--Professors A. Boberg, F. Johnson, & W. Unruh
University of Lethbridge--Professors M. Greene & F. Sovka

APPENDIX F

COVERING LETTER TO PRINCIPALS BY R. A. BOSETTI

April 1, 1986

Principals, Selected Schools participating
in the Initiation to Teaching Project

As you are probably aware, the Initiation to Teaching Project in Alberta is being evaluated for Alberta Education by a research team of 12 professors from the Universities of Alberta, Calgary and Lethbridge. Dr. Eugene Ratsoy of the University of Alberta is Project Director.

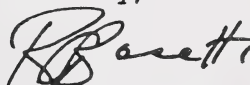
The comprehensive evaluation process includes collection of data from the following sources: classroom observation; examination of the daily logs of interns and beginning teachers; questionnaires to be completed by superintendents, principals, supervising teachers, interns, and beginning teachers; interviews with the same groups; interviews with people in government departments, the Alberta Teachers' Association, the Alberta School Trustees' Association, the Alberta Catholic School Trustees' Association, the Conference of Alberta School Superintendents, and the Alberta Federation of Home and School Associations; and interviews and questionnaires involving staff and students in the Faculties of Education. The purposes of the evaluation are as follows:

1. To recommend changes for the 1986-87 Project year;
2. To recommend whether internship should be a requirement for all beginning teachers in Alberta; and, if so,
3. To recommend what changes, if any, should be made to the present approach.

Your school has been selected as one of 40 schools in which interviews are to be conducted to obtain opinions about the Initiation to Teaching Project. Interviews will be conducted with yourself, your supervising teachers, and your intern. At the same time, any beginning teachers who are in your school may be interviewed as well.

I am writing to request that you cooperate fully with the research team. Your opinions are extremely important input for the evaluation.

Sincerely,



Reno A. Bosetti
Deputy Minister

c.c. Superintendents of Schools

CHAPTER 6

INTERVIEWS DURING CLASSROOM OBSERVATIONS

TABLE OF CONTENTS

	Page
Method	221
Sample	221
Procedures	221
Data Analysis	222
Results	222
Types of School-Related Activities	222
Percentage of Time Devoted to Teaching	224
Types of Professional Development Activities	224
Supervisory Assistance Provided	227
Level of Satisfaction	230
Variety of School-Related Activities	233
Summary	233
Appendix A. Explanations of Categories Used to Code the Data Collected During Interviews	237
Appendix B. Reporting on the Additional Comments by Respondents	243

LIST OF TABLES

Table		Page
6.1	Types of School-Related Activities Reported by Interns and Beginning Teachers	223
6.2	Percentage of Time Devoted to Teaching . .	225
6.3	Types of Professional Development Activities in Which the Two Groups Participated	226
6.4	Supervisory Assistance Provided	228
6.5	Types of Supervisory Assistance Provided to Interns	229
6.6	Types of Supervisory Assistance Provided to Beginning Teachers	231
6.7	Overall Rating of Teaching Experience . . .	232
6.8	Variety of School-Related Activities Reported and Time Spent on These for the Day of Observation	234

INTERVIEWS DURING CLASSROOM OBSERVATIONS

The evaluation of the Initiation to Teaching Project included two observation phases. This chapter provides a discussion of the information collected at interviews of interns and beginning teachers during the first stage, from November 1985 to January, 1986. The report is divided into three sections: (1) a description of the methodology employed to collect interview data; (2) a summary of results and discussion of selected findings; and (3) two appendices. Appendix A describes the categories used to code data collected during the interviews, and Appendix B summarizes the open-ended comments by respondents.

Method

Sample

Stratified random samples of interns and "matching" beginning teachers were drawn from lists provided by Alberta Education. These samples comprised 151 interns from a population of 652 and 120 beginning teachers from a population of 613 employed by school jurisdictions in various parts of the Province. These interns and beginning teachers were visited by trained observers to collect (1) observational data on the teaching strategies employed in the classrooms and (2) interview data including a log of daily activities in which the respondents engaged. This chapter reports on the latter aspect. Each respondent participated in an interview session with an observer/coder and completed a daily log sheet. All 271 interviews and daily logs were completed.

Procedures

Nine observers were recruited and trained in classroom observation techniques. Data were collected from November 12, 1985 to January 10, 1986. In addition to completing a classroom observation record, each observer conducted a brief structured interview with every individual observed. Questions were based upon an interview schedule, which dealt with the following matters: (1) activities in which the interns and beginning teachers had already been involved since commencing employment in the fall of 1985 (such as teaching, observing, preparation, supervision and meetings); (2) the amount of teaching done as a percentage of the school day; (3) the nature, extent and location of in-service education activities in which they had participated; (4) the extent and sources of supervisory

assistance; and (5) global ratings of their overall experience as interns or beginning teachers. In addition, the respondents were asked to complete log sheets, each showing a full day of school-related activities and the time spent on each activity.

Data Analysis

Content analysis techniques were employed to identify categories of responses for each of the questions in the interview schedule. Based on the review of a sample of responses, a coding system was devised. Then all responses to each interview question were analyzed and categorized. The researchers attempted to devise category labels which reflected as accurately as possible the wealth and diversity of the information gathered. As a result, the first sets of categories were long. Later, when close examination of the results of the initial analysis revealed that some categories used represented specific examples of the same phenomenon, these categories were collapsed. A detailed listing and explanation of the final categories used in coding the interview data is given in Appendix A.

Results

Analysis of the data revealed substantial differences between interns and beginning teachers on a range of dimensions. These differences are examined below.

Types of School-Related Activities

The 24 different types of school-related activities in which both interns and beginning teachers participated are listed in Table 6.1. These include activities related to the instructional aspects of the intern's or teacher's role (categories 1 to 10), administrative activities (category 11), extra-curricular activities (categories 12 to 15) and professional development and other types of meetings (categories 16 to 23). The number and variety of activities reported confirmed that the scope of the teacher's role is broad.

Interns appeared to be involved in a slightly greater number of different activities than were beginning teachers. The average number of different types of activities in the first three months or so of the school year was 6.05 for interns as compared with 5.78 for beginning teachers. Although the types of activities reported by the two groups of respondents were similar, two activities were much more characteristic of interns. First, higher proportions of interns than beginning teachers reported observation of

Table 6.1

Types of School-Related Activities Reported by
Interns and Beginning Teachers

Types of Activities	Interns (n = 151)		Beginning Teachers (n = 120)	
	f	%	f	%
1. Classroom teaching	143	94.7	119	99.2
2. Assisting the teacher	14	9.3	--	--
3. Tutoring	4	2.6	1	0.8
4. Substitute teaching	1	0.7	2	1.7
5. Observing classroom teaching	131	86.8	54	45.0
6. Planning and preparing	130	86.1	94	78.3
7. Correcting assignments	22	14.6	15	12.5
8. Supervising students	117	77.5	96	80.0
9. Counselling students	3	2.0	1	0.8
10. Library activities	1	0.7	3	2.5
11. Administrative activities	7	4.6	3	2.5
12. Athletic activities	54	35.8	30	25.0
13. Concerts	13	8.6	16	13.3
14. Clubs	25	16.6	12	10.0
15. Other extra-curricular activities	22	14.6	18	15.0
16. General staff meetings	83	55.0	76	63.3
17. Specialized meetings-- internal	23	15.2	42	35.0
18. Discussions with peers	8	5.3	12	10.0
19. Meetings with supervising teachers	15	9.9	1	0.8
20. General professional development meetings held outside the school	8	5.3	14	11.7
21. Focused professional development meetings held outside the school	18	11.9	22	18.3
22. Meetings with parents or other members of the community	24	15.9	29	24.2
23. Meetings whose purpose and participants were not specified	47	31.1	31	25.8
24. Other, e.g., pilot- testing new programs	1	0.7	3	2.5

classroom teaching (86.8% as compared to 45%). Second, 9.3% of the interns reported involvement in assisting teachers; no beginning teacher mentioned this activity. These findings led to a conclusion that the role of intern is somewhat different from that of a beginning teacher.

Percentage of Time Devoted to Teaching

Frequency distributions for differing amounts of time devoted to teaching by interns and beginning teachers are provided in Table 6.2. Although almost all respondents reported classroom teaching as an activity in which they engaged (94.7% of interns and 99.2% of beginning teachers), it is the amount of time devoted to teaching in the first three months that represents the greatest point of difference between interns and beginning teachers. Only 15% of the interns reported that they were involved in what might be viewed as full-time teaching (90% or more of the time); this compared with 85% for the beginning teachers.

These results suggest that, in comparison with those individuals hired as first-year teachers, the majority of interns were not expected to take on full-time teaching duties--at least, not immediately. It seemed that interns were eased into the task of teaching, with some (13.2%) specifically reporting gradual increases in teaching loads over the three month period. It is possible that the number of those experiencing "gradual immersion" exceeded 13%. However, it was not possible to determine, from the data on those who reported high percentages of time in classroom teaching, the number who had gradually increased their teaching loads to these levels.

Types of Professional Development Activities

Table 6.3 summarizes the different types of professional development activities that were reported by interns and beginning teachers. Most respondents indicated that they had been involved in several professional development activities; however, small percentages stated that they had not attended any such activities (4.6% of interns and 4.2% of beginning teachers). As with the range of activities in general, interns reported involvement in a slightly higher average number of professional development activities than did the beginning teachers (2.98 as compared with 2.58 for beginning teachers). Comparison of the two lists of percentages reveals also that the percentages of interns and of beginning teachers reporting involvement in two particular professional development activities listed differed. These activities were: orientations for interns and beginning teachers; and specialized workshops. It seems there is greater recognition on the part of school boards

Table 6.2
Percentage of Time Devoted to Teaching

	Interns (n = 151)		Beginning Teachers (n = 120)	
	f	%	f	%
1. No teaching reported	1	0.7	--	--
2. Less than 50%	8	5.3	1	0.8
3. 50% - 59%	15	9.9	3	2.5
4. 60% - 69%	22	14.6	--	--
5. 70% - 79%	35	23.2	1	0.8
6. 80% - 89%	17	11.3	3	2.5
7. Full time (90% or more)	23	15.2	102	85.0
8. Several part-time positions, total less than full time	--	--	7	5.8
9. Gradual increase in teaching load reported	20	13.2	1	0.8
10. Other	1	0.7	1	0.8
11. Information not provided	9	6.0	1	0.8

Table 6.3

Types of Professional Development Activities in Which the Two Groups Participated

Type of Activity	Interns (n = 151)			Beginning Teachers (n = 120)		
	f	%	Average Number of Times Participated	f	%	Average Number of Times Participated
1. Reported participating in none	7	4.6		5	4.2	
2. Orientation for interns and beginning teachers	83	55.0	1.37	26	21.7	1.15
3. Professional development day(s) and effective teaching sessions	90	59.6	1.44	57	47.5	1.25
4. Specialized workshops	89	58.9	1.79	90	75.0	1.97
5. Professional association meetings	11	7.3	1.18	4	3.3	1.00
6. Other, or not specified	12	7.9	1.08	15	12.5	1.00
Total for reported activities (2 to 6)	144	95.4	2.98	115	95.8	2.58

Many respondents mentioned more than one professional development activity of the same type. The column "Average Number of Times Participated" refers only to those respondents who reported that type of activity (total activities divided by "f" not "N").

that orientation activities should be provided for interns, since a higher percentage of interns reported attending orientation activities than did beginning teachers (55% as compared with 22%). Specialized workshops, however, involved a greater percentage of beginning teachers than interns (75% as compared with 59%). Involvement in these workshops--which were often subject-related--would appear to be either more valuable to or more frequently attended by those involved in full-time teaching.

Supervisory Assistance Provided

Sources and extent of assistance. Respondents were asked to comment on the supervisory assistance that they had received, by indicating who had provided the assistance and the number of supervisory visits made by each type of supervisor. The interns and beginning teachers had both had multiple supervisory visits within the time period in question, and these were by multiple supervisors. Most reported that some form of supervisory assistance had been provided. All but one of the interns indicated that they had received help from at least one supervisor each. However 9% of the beginning teachers reported that, at the time of interview, no supervisory assistance had been provided. When the returns for interns alone were examined, it appeared that, in keeping with the guidelines for the Initiation to Teaching Project, their primary source of supervisory assistance was supervising teachers. As indicated in Table 6.4, 60% of interns reported having received supervisory help from this source. Just over half of the interns identified in-school administrators as their source of supervisory assistance and more than a third mentioned other teachers. The corresponding figures for beginning teachers were 4%, 76% and 27%.

Comparison of the two respondent groups reveals that the main sources of supervisory assistance for interns--in terms of frequency of mention--were supervising teachers, in-school administrators, administrators or supervisors from central office, and other teachers. Administrators and supervisors from the school board office were identified as being the second most frequently mentioned source of supervisory assistance for beginning teachers. However, these people were reported as having limited involvement with the interns. Other categories of personnel occasionally providing supervisory assistance were mentors, friends and school counsellors.

Nature of the assistance. As reported in Table 6.5, the supervisory assistance received by interns from the various types of supervisors was described as primarily informal (36%), that is, being observed and receiving suggestions from the observer, and collegial (29%), that is,

Table 6.4
Supervisory Assistance Provided

Supervisor Providing the Assistance	Number of Respondents Visited and Average Number of Visits per Respondent					
	Interns (n = 151)			Beginning Teachers (n = 120)		
	f	%	Average Number of Visits	f	%	Average Number of Visits
1. No assistance provided	1	0.7		11	9.2	
2. Supervising teacher	91	60.3	1.11	5	4.2	1.00
3. Mentor or friend	6	4.0	1.00	1	0.8	1.00
4. Other teacher	56	37.1	1.09	32	26.7	1.00
5. School counsellor	--	--	--	2	1.7	1.00
6. In-school administrator	77	51.0	1.27	91	75.8	1.24
7. Administrator or supervisor from central office	15	9.9	1.07	47	39.2	1.28
8. Other, or not specified	8	5.3	1.25	7	5.8	1.43
Total for supervisory visits reported (2 to 8)	150	99.3	1.95	109	90.8	2.05

Some respondents mentioned more than single supervisory visits and more than single supervisors. The column "Average Number of Visits" refers only to those respondents who reported that category of supervisors.

Table 6.5
Types of Supervisory Assistance Provided to Interns

Types of Supervisory Assistance												
Supervisor	Formal		Informal		Collegial Assistance		Bringing in a Resource Person		Not Specified		Total f %	
	f	%	f	%	f	%	f	%	f	%		
Supervising teacher	15	5.1	48	16.4	26	8.9	1	0.3	11	3.8	101	34.6
Mentor or friend	--	--	1	0.3	3	1.0	--	--	2	0.7	6	2.1
Other teacher	3	1.0	7	2.4	36	12.3	--	--	15	5.1	61	20.9
School counsellor	--	--	--	--	--	--	--	--	--	--	--	--
In-school administrator	30	10.3	40	13.7	16	5.5	--	--	12	4.1	98	33.6
Administrator or supervisor from central office	8	2.7	7	2.4	--	--	--	--	1	0.3	16	5.5
Other, or not specified	--	--	4	1.4	3	1.0	--	--	3	1.0	10	3.4
Total	56	19.2	107	36.6	84	28.8	1	0.3	45	15.1	292	100.0

Some respondents mentioned more than one supervisory visit and more than one supervisor. Percentages shown are based on total visits made (293).

working with or assisting the supervisor. Almost a fifth of assistance provided to interns (19%) was formal, and this was provided mainly by in-school administrators. The informal assistance came primarily from supervising teachers and in-school administrators. The collegial assistance was provided mainly by other teachers and, to lesser extents, by supervising teachers and in-school administrators.

As with the interns, the type of assistance most frequently identified by the beginning teachers (Table 6.6) was informal (39%), although for them formal evaluations exceeded collegial assistance in the ratio of 24% to 16%. As with the interns, formal evaluation for beginning teachers was provided primarily by in-school administrators; but, unlike the interns, beginning teachers also had considerable formal supervision from central office administrators and supervisors. For beginning teachers, unlike interns, informal supervision was provided primarily by in-school administrators or supervisors (12%). Not unexpectedly, the collegial assistance for both groups of respondents was provided mainly by other teachers. Also worthy of mention was the occasional use of resource persons brought in, presumably, to provide special assistance not available in the schools.

In summary, in terms of frequency of mention, the types of supervisory assistance provided to interns were: informal, primarily from supervising teachers, followed by collegial, primarily from other teachers, and finally, formal, primarily from in-school administrators. For beginning teachers, the order was: first, informal, primarily from in-school administrators, second, formal, rather than collegial, also primarily from in-school administrators, and third, collegial, primarily from other teachers. Administrators and supervisors from central offices also provided supervision--more often for beginning teachers than for interns. Mentors, friends and school counsellors, all of whom were used infrequently, tended to provide informal or collegial assistance.

Level of Satisfaction

Interns and beginning teachers were asked to rate, on a seven-point scale, their degrees of satisfaction with their overall experience to date. Some chose ratings between the numbers provided, for example, 6.5. Table 6.7 indicates that majorities of both interns and beginning teachers were either moderately satisfied or highly satisfied with their experience. Few reported low levels of satisfaction, that is, ratings below 4.0. In comparing the reactions of the two groups, it is interesting to note that interns reported a slightly higher average level of satisfaction with their experience (5.9) than did beginning teachers (5.7). Thirty-one percent of the former assigned the highest

Table 6.6

Types of Supervisory Assistance Provided to Beginning Teachers

Types of Supervisory Assistance											
Supervisor	Formal		Informal		Collegial Assistance		Bringing in a Resource Person		Not Specified		Total f %
	f	%	f	%	f	%	f	%	f	%	
Supervising teacher	--	--	2	0.9	3	1.4	--	--	--	--	5 2.3
Mentor or friend	--	--	--	--	1	0.5	--	--	--	--	1 0.5
Other teacher	--	--	7	3.2	20	9.0	--	--	5	2.3	32 14.5
School counsellor	--	--	--	--	2	0.9	--	--	--	--	2 0.9
In-school administrator	32	14.5	55	24.9	10	4.5	1	0.5	15	6.8	113 51.1
Administrator or supervisor from central office	21	9.5	27	12.2	--	--	1	0.5	11	5.0	60 27.1
Other, or not specified	2	0.9	--	--	1	0.5	2	0.9	3	1.4	8 3.6
Total	55	24.9	91	41.2	37	16.7	4	1.8	34	15.4	221 100.0

Some respondents mentioned more than one supervisory visit and more than one supervisor. Percentages shown are based on total visits made (232).

Table 6.7
Overall Rating of Teaching Experience

Satisfaction Level		Interns (n = 151)		Beginning Teachers (n = 120)	
		f	%	f	%
1	(Not satisfied)	1	0.7	--	--
1.5		--	--	--	--
2		2	1.3	--	--
2.5		1	0.7	--	--
3		1	0.7	4	3.3
3.5		--	--	1	0.8
4	(Moderately satisfied)	10	6.6	11	9.2
4.5		--	--	--	--
5		15	9.9	23	19.2
5.5		3	2.0	8	6.7
6		70	46.4	48	40.0
6.5		1	0.7	--	--
7	(Highly satisfied)	47	31.1	25	20.8
Average		5.94		5.68	

possible rating for their experience to date (7) whereas only 21 percent of beginning teachers provided a similar rating. At the other end of the scale, four interns indicated low levels of satisfaction by rating their experience below 3 on the scale; no beginning teachers expressed such dissatisfaction.

Variety of School-Related Activities

In addition to structured interviews, each intern or beginning teacher was asked to complete a log sheet indicating the specific activities in which he or she was engaged on the day of the visit and the time spent on each activity. In this way, the respondents reported a wide range of different types of school-related activities. Many of the activities were the same as those identified during interviews when they were asked to report on activities engaged in since the beginning of the year. In one sense, the list based on the daily logs is a source of validation for the initial list (Table 6.1). However, the present analysis provides additional information, most specifically the average time spent on each activity. The results in Table 6.8 indicate that the types of activities that both interns and beginning teachers engage in during a school day are very similar; only minor differences exist.

A greater percentage of interns than beginning teachers reported being involved in assisting teachers or participating in team teaching (11% vs. 2%) and in consulting with supervising teachers (14% vs. 9%). From the numerous entries made in the daily log sheets and from the indications of the amounts of time spent on each of the activities listed, it was evident that both interns and beginning teachers are extremely busy. Most respondents indicated that they were engaged in school-related activities during breaks and the noon hour as well as out-of-school hours. The average amount of time spent on school work outside of school hours was approximately two hours and twenty minutes each day for teacher interns and almost three hours per day for beginning teachers.

Summary

Interviews with 151 interns and 120 beginning teachers were conducted at the time of the fall visits to schools for the purpose of classroom observations. The interns reported being involved in an average of 6.05 different school-related activities in the first three or four months of the school year whereas for the beginning teachers this average was 5.78. The types of activities reported by the two groups were similar with classroom teaching; planning and preparing; supervising students; attending general staff

Table 6.8

Variety of School-Related Activities Reported and Time Spent on These for the Day of Observation

Type of Activity	Interns (n = 151)			Beginning Teachers (n = 120)		
	f	%	Average Minutes per Day	f	%	Average Minutes per day
1. Classroom teaching	145	96.0	198	119	99.2	236
2. Assisting the teacher or team teaching	32	21.2	64	4	3.3	39
3. Individualized teaching	37	24.5	57	11	9.2	69
4. Class visits to library	6	4.0	33	4	3.3	24
5. Laboratory work	--	--	--	2	1.7	61
6. Reading to students	6	4.0	23	8	6.7	19
7. Commencement and religious exercises	14	9.2	51	19	15.9	39
8. Supervision of uninterrupted silent reading	15	9.9	20	18	15.0	20
9. Administrative duties and tasks of a routine nature	27	17.9	30	37	30.8	25
10. Supervising examinations	1	0.7	--*	3	2.5	18
11. Counselling, meeting with students	12	7.9	32	9	7.5	24
12. Supervising detentions	2	1.3	18	4	3.3	14
13. Supervising students out-of-class (playgrounds, halls)	47	31.1	32	42	35.0	35
14. Observing classroom teaching	24	15.9	61	2	1.7	28
15. Planning and preparing classroom activities	127	84.1	86	97	80.8	75
16. Correcting assignments	37	24.5	42	24	20.0	39
17. Planning and supervising extra-curricular activities	48	31.8	53	27	22.5	37
18. Participating in professional development activities	18	11.9	53	24	20.0	43
19. Consulting with supervising teacher	22	14.6	35	11	9.2	44
20. Communicating with parents	1	0.7	270	2	1.7	56
21. Breaks--lunch, recess, etc.	80	53.0	42	69	57.5	38
22. Socializing with the staff	7	4.6	32	8	6.7	20
23. Working on school-related activities after school hours	133	88.1	141	111	92.5	167
24. Other	5	3.3	34	9	7.5	59

*Not specified.

and other special meetings; professional development activities; athletics, clubs, concerts and other extra-curricular activities; correcting assignments and meetings with parents or other members of the community being the more frequently mentioned by both groups. Higher proportions of interns than beginning teachers reported being involved in the observation of classroom teaching; about one in five interns but very few beginning teachers reported involvement in assisting other teachers or team teaching.

Entries made in the daily log sheets revealed that on average interns and beginning teachers were very busy during the school day. Most indicated they were engaged in school-related activities during breaks and the noon hour as well as during out-of-school hours. The average amount of time spent on school work outside of school hours was approximately two hours and twenty minutes each day for interns and almost three hours per day for beginning teachers.

Only 15% of interns reported being involved in full-time teaching during the first few months of the school year whereas 85% of beginning teachers made this same claim. Interns were much more likely than beginning teachers to report a gradual increase in teaching load over this period of time.

The average number of professional activities in which interns engaged was slightly higher than that of beginning teachers (2.98 compared with 2.58). Interns more frequently than beginning teachers reported involvement in orientation activities (55% as compared with 22%) but a higher percentage of beginning teachers than interns reported involvement in subject-related workshops (75% as compared with 59%).

By the time of the fall interviews, primarily mid-November and early December, interns were only slightly more likely than beginning teachers (99% vs. 91%) to have received supervisory assistance. For interns this assistance came from supervising teachers (60%), in-school administrators (51%), other teachers (37%), and supervisors and administrators from central office (10%), in that order. Beginning teachers reported their supervisory help as coming from in-school administrators (76%), supervisors and administrators from central office (39%), other teachers (27%) and supervising teachers (4%). Other categories of personnel occasionally providing supervisory assistance were mentors, friends and school counsellors. Nine percent of beginning teachers but only one intern reported that no assistance had been provided.

The type of supervisory assistance most frequently received by interns and beginning teachers was informal (36%

vs. 39%), that is being observed and receiving suggestions from the observer. Collegial assistance, involving working with or assisting the "supervisor"--usually another teacher--was more likely for interns than beginning teachers (29% vs. 16%), whereas formal supervision was slightly more likely for beginning teachers than for interns (24% vs. 16%).

On the seven-point scale used to indicate the levels of satisfaction with their teaching experience to date the majority both of interns and of beginning teachers indicated they were either moderately satisfied or highly satisfied, with the overall mean for interns at 5.9 and that of beginning teachers at 5.7. Thirty-one percent of interns and 21% of beginning teachers rated their experience a 7; whereas four interns but no beginning teachers assigned ratings below 3 indicating low satisfaction with their experience.

APPENDIX A

EXPLANATIONS OF CATEGORIES USED TO CODE THE DATA
COLLECTED DURING INTERVIEWS

Interview Question 1

The first question asked during interviews dealt with the types of school-related activities in which interns and beginning teachers were involved. Many of the categories presented in Table 6.1 need no explanation. A few, however, require explanation to show the nature of the activities that were included. The second category, "assisting the teacher," includes all activities where the work was shared by the intern or beginning teacher with one or more regular teachers; thus, team teaching fell in this category, as did "helping the teacher with group work." Working with individual students was included in the category "tutoring." Category 7, "correcting assignments," included all activities referred to as marking and grading. Category 8, "supervising students," included all types of supervisory activities, from hallway and playground supervision to supervising students working at their desks. Category 9, "counselling students," included career counselling and students talking over their personal problems with the teacher or intern. Library activities, Category 10, included helping students choose books and reading to students. Category 11, "administrative duties," included purchasing equipment or materials, doing inventory, preparing report cards, completing presence and absence sheets and so on. All sports-related activities such as coaching, meetings to organize athletic activities and supervision of intramurals were included in Category 12. As most of the interviews were conducted during November and December, preceding the Christmas season, many respondents specifically mentioned concerts (Category 13). A great number reported their involvement with various school clubs (Category 14). All other intramural activities such as fund raising, parties, preparing for awards night and so on were included in Category 15. Meetings were often described in considerable detail. The different types of meetings are itemized separately in Categories 16 to 23. Category 24 could have been labelled "miscellaneous"; it included all responses that did not relate to the prior categories.

Interview Question 2

The second interview question asked each respondent to state how much teaching he or she had been doing as a percentage of the school day. The categories used for the analysis are shown in Table 6.2. They ranged from "less than 50%" to "full-time (90% or more)." In addition, one of the categories used was "reported a gradual increase in teaching load." Another category was established to accommodate the reports of those holding part-time positions which totalled less than full-time equivalent positions.

Interview Question 3

The third interview question was: "What in-service educational activities have you participated in (e.g., workshops, intern programs, etc.)? When and where held? Time spent?" Table 6.3 presents the categories used to classify the various types of professional development activities in which beginning teachers and interns were involved. Included in the category "Orientation for interns and beginning teachers" were all of the activities designed to orient and to induct the beginning teachers and interns. The category "specialized workshops" included a range of focused activities such as computer workshops, immersion in-services and "magic circle" workshops. This category also included subject-specific in-service activities and other sessions of a highly specialized nature. The "professional association meetings" category included all professional development activities mentioned which were judged to be directly related to the professional association, the best examples being ATA meetings and ATA in-service sessions.

Interview Question 4

Those interviewed were asked to report on the types of supervisory assistance they had received and on who had provided the assistance: "To what extent have you received supervisory assistance? From whom have you received assistance?" The frequency and percentage frequency counts appear in Tables 6.4, 6.5 and 6.6. Most categories used in these tables are self-explanatory. It is important, however, to note that "formal" supervisory assistance refers to supervisory assistance which resulted in written evaluation reports. "Informal" supervisory assistance includes reported instances of the beginning teacher or intern being observed in the classroom and then being provided with suggestions by the observer, as well as reports that "the principal popped in." "Collegial supervisory assistance" was identified by statements such as "working with" or "receiving assistance from" someone.

Several categories were established to account for the variety of people who were responsible for providing supervisory assistance to beginning teachers and interns. The category "in-school administrators" includes principals, vice-principals and assistant principals, and department heads. The category "administrators and supervisors" from central office includes superintendents, consultants and supervisors of teacher interns. All other category labels used are self-explanatory.

Interview Question 5

Beginning teachers and interns were asked to rate their overall experience on a seven-point scale. Because several respondents chose mid-points between numbers, for example, 5.5, the categories used to code the responses were extended from the original seven to thirteen in order to reflect these mid-points. Thus, 1 to 2.5 were treated as indicative of low satisfaction, 3 to 5, as indicative of moderate satisfaction, and 5.5 to 7 as indicative of high satisfaction.

Categories Used to Code Daily Logs

On the daily log sheet, each beginning teacher or intern was asked to indicate the activity, subject, grade and time spent on all school-related activities during the day on which the observation visit took place. Given the variety of responses and differences in specificity, 25 categories were eventually established to account for the great range of activities reported by respondents. Furthermore, the amount of time spent during the day on each school-related activity was converted to minutes. Many respondents reported beginning their work days very early in the morning and finishing very late at night. For this reason, an arbitrary decision was made to set the beginning of the school day at 7:30 a.m. and the end of the school day at 3:30 p.m., so all school-related activities before 7:30 a.m. and after 3:30 p.m. were assigned to Category 23, "working after school." Category 1, "teaching," includes activities such as explaining, presenting, leading discussion groups, and helping groups. "Team teaching" and "individualized teaching" were assigned to separate categories, as were "reading to students" and "classroom visits to the library." Respondents reported in great detail on activities undertaken at the beginning of the school day; an effort was made to capture only the major differences in Category 7 ("commencement and religious exercises") and Category 8 ("uninterrupted silent reading"), the latter also including silent reading whenever in the day it occurred. Category 9, "administrative duties," includes all tasks of a routine nature, for example preparing students for lunch, recording attendance and filling out report cards. Category 10, "supervising examinations," was created as a category different from the more all-encompassing category, "supervision of students out of class." Category 16 includes all activities referred to as correcting, marking or grading assignments. Category 17, "planning and supervising extra-curricular activities," includes all sports activities, clubs and concerts. Category 18, "participating in professional development activities," includes meetings of all kinds, from special in-service training activities to general staff meetings. The remaining categories used in classifying the responses to the fifth interview question are self-explanatory.

APPENDIX B
REPORTING ON THE ADDITIONAL COMMENTS BY RESPONDENTS

Introductory Comments

Several of the interview guides reported additional comments made by the respondents. Many of these were expressions of general reactions to the internship program--praising it, criticizing it or raising particular concerns. Recommendations and suggestions were also included. These additional comments are summarized below because they provide an interesting qualitative dimension to the study.

Praise for the Internship Program

Many of the unsolicited comments portrayed a very positive picture of the program. Several interns simply reported being very satisfied with the program without elaborating on their responses. Others, however, commented on the variety of activities in which they were involved, adding that the program provided a good overview. One intern commented positively about the gradual increase in the teaching load. Another liked the responsibility and the autonomy. Still another indicated that she was entirely satisfied with her present situation, and she reported having accepted an internship in preference to a full-time teaching appointment.

Some respondents indicated that their satisfaction with the program was a result of satisfaction with their particular settings. For example, one intern stated that she had had "a very good experience at this school." Still another reported being well treated at the school but added that, outside of school, "the program itself is ill-defined."

Many of the positive comments were accompanied by statements identifying a variety of concerns. For example, one teacher intern stated that he enjoyed what he was doing but that he was not sure what direction the program would take. Several respondents indicated that they were happy with the program but that they were dissatisfied with particular aspects of the program such as the supervision, the work load and the lack of information. The following section deals specifically with the concerns and criticisms mentioned.

Criticisms and Concerns

Criticisms of the internship program included such comments as "far too little money for the amount of work expected," "I thought I'd have some control but this is not the case," and "I often don't know what will occur next." One intern wondered about the overall consistency and fairness in the teaching loads of interns. Another lamented that she does not have her own classroom. Still another

felt that the experience would be better if the status of the intern were equivalent to that of a teacher; the "in-between" role was said to be sensed by the students. Support for this idea was provided by another respondent who indicated that her status was really more that of a student teacher than that of an intern. Still another reported that, at first, she functioned as a teacher aide. One intern valued the feedback received but found the constant supervision stressful and distracting. A few interns reported being dissatisfied with their internships but stated that they were enjoying teaching.

The criticisms or concerns expressed relate to a great variety of aspects of the program. Certain major concerns however were recurrent; most were presented in the form of suggestions or recommendations. A summary of these appears in the next section.

Suggestions and Recommendations

Participants in the interviews presented wide-ranging suggestions and recommendations. Some would like to see networking opportunities with other interns. They felt this would help to reduce the stress and pressure they were experiencing. A few respondents stated that there is a need for a better understanding between the supervising teachers and other staff members concerning the use of interns. Among the suggestions included were a need for more workshops, a need to define the supervising teacher's role more clearly, a need for a better definition of the type of supervision that is expected, and a need to provide a better role description for the interns.

By far the most frequent recommendations or suggestions concern the need for more structure in the program: "guidelines are vague to the schools"; "clearer Alberta Education guidelines on duties are needed"; "could be better informed regarding duties, responsibilities, extent of activities"; "more structure from the Department of Education." In addition, a substantial number of respondents suggested that internship should "count towards a degree" or "that there should be some contribution towards certification."

Conclusion

The additional comments made by respondents reveal that there may be as many different opinions as there are respondents. It is necessary, however, to go beyond the diversity of opinion and to note one very important aspect: most of the respondents who provided these additional comments were making suggestions for changes which they felt would lead to improvements in the program. These suggestions are an added source of insight for program evaluators and policy makers.

CHAPTER 7

SURVEY OF SUPERINTENDENTS

TABLE OF CONTENTS

	Page
Method	253
Sample	253
Procedure	253
Analysis	254
Results	254
Characteristics of the Jurisdictions	254
Selection of Interns and Supervising Teachers . . .	256
Professional Development of Interns and Supervising Teachers	256
Compensating and Supporting Supervising Teachers . .	258
Professional Development, Orientation and Inservice Procedure for Interns	258
Effects of the Internship	262
Adequacy of Policies	264
Effectiveness of the Internship	266
Overall Value of the Internship	266
Compulsory Internship and Final Examinations	270
Responsibility for Overseeing the Transitional Experience	270
General Comments	270
Summary	272
Appendix A. Superintendent Survey	275

LIST OF TABLES

Table		Page
7.1	Characteristics of the Jurisdictions	255
7.2	Major Criteria Used in Selecting Interns . . .	257
7.3	Forms of Compensation Provided to Supervising Teachers for Participation in the Internship Project	259
7.4	Superintendents' Perceptions of Professional Development, Orientation and Inservice Procedures Used for Interns	260
7.5	Superintendents' Ratings of the Perceived Effects of the Internship Project	263
7.6	Superintendents' Ratings of Adequacy of Aspects of the Internship	265
7.7	Superintendents' Perceptions of the Appropriateness of Internship Project Goals	267
7.8	Superintendents' Perceptions of the Effectiveness of Internship Goal Achievement	268
7.9	Superintendents' Perceptions of the Overall Value of the Internship Program . . .	269
7.10	Superintendents' Agreement with Compulsory Internship and Final Examination	271
7.11	Superintendents' Perceptions of Agencies which Should Be Responsible to Oversee the Transitional Experience	271

SURVEY OF SUPERINTENDENTS

One aspect of the evaluation of the Initiation to Teaching Project was to analyze and summarize the results of reports that superintendents were required to submit to Alberta Education by the summer of 1986. These reports were based on the monitoring guidelines sent to the school jurisdictions by Alberta Education. The project evaluation team considered that some additional important evaluation issues needed to be addressed and decided to conduct a further survey of the superintendents as well as reviewing their mandatory reports. This chapter addresses the results of the survey of superintendents.

Method

The survey instrument (see Appendix A) was developed and reviewed by the project team with advice from the central office staff of a relatively large school jurisdiction. The survey addressed issues that related directly to the effectiveness of the ITP but which were not included in Alberta Education's requirements. In particular the survey investigated the criteria used to select interns and supervising teachers, the process used to determine their professional development needs, and the mechanisms employed to fulfil those needs. In addition, the survey solicited information on superintendents' perceptions of the impact of the program on various aspects of education and teacher preparation, the adequacy of Alberta Education procedures and guidelines, as well as the effectiveness of the internship project, and it also solicited some more general opinions about the notion of internship.

Sample

A mailing list of all Alberta superintendents and directors of school jurisdictions (for example, private and special schools) was obtained from Alberta Education. The list contained 287 names, of which 27 were associated with approved private schools. Of the 287 jurisdictions, 115 were identified by Alberta Education as each having at least one intern. The surveys were mailed to the superintendents or directors of those 115 jurisdictions.

Procedure

The surveys were mailed in late March 1986 with requests to return them in enclosed self-addressed

envelopes to the evaluators at the University of Lethbridge. A covering letter from the Deputy Minister of Education accompanied the questionnaires. Surveys were not coded, so a follow-up reminder was sent to all 115 superintendents approximately ten days after the initial mailing.

Completed surveys were received from 86 superintendents, that is, 74.8% of the 115 mailed. Three of these superintendents indicated that they did not have interns in their districts at that time.

Analysis

Numerical data were entered into a computer and were subsequently verified and analyzed using descriptive statistics. Open-ended responses--of which there were many--were transcribed verbatim, tabulated, categorized where possible, and summarized. They served to clarify and amplify the results that were organized and presented in tabular form.

Results

Characteristics of the Jurisdictions

It is clear from Table 7.1 that there was a great variation in the characteristics of the different jurisdictions surveyed. Sizes ranged from jurisdictions with one school to others with as many as 270; the median number of schools was 8.

The total number of interns in the 86 school jurisdictions, according to figures provided by the respondents, was 639. Two large jurisdictions had more than 100 interns, with the median number being two interns per jurisdiction. By the time of the survey, 115 (18%) of these interns had already accepted offers of employment as regular teachers; in particular, in each of the two largest jurisdictions, more than 20 interns had already received teaching positions. In 48 jurisdictions, however, no interns had acquired teaching positions. Moreover, only 25 interns had been promised regular contracts for 1986-87, of which 12 were in one jurisdiction.

The survey solicited information initially about internship procedures and policies used in the school jurisdictions. The following four sections deal with these matters.

Table 7.1
Characteristics of the Jurisdictions

Characteristic	N	Minimum	Maximum	Median	Mean
1. Number of schools in jurisdiction	85	1	270	8	14.40
2. Number of interns in jurisdiction	83	0	141	2	7.70
3. Number of original interns now teaching in jurisdiction	38	1	25	2	3.03
4. Number of interns promised contracts in jurisdiction	8	1	12	1.5	3.12

All statistics in this chapter are based on data obtained from the 86 (74.8%) questionnaires returned.

Selection of Interns and Supervising Teachers

Respondents were asked to list the three main criteria that they used to select interns. Altogether 26 different criteria were identified. Only those criteria listed five or more times are reported individually in Table 7.2; others, such as "previous substitute experience," "approach to learning centres," "experience with handicapped children," and "community orientation" received less frequent mention and thus were classified as "other."

Almost half of the jurisdictions listed "qualifications" as a main criterion; this seemed to refer to the best academically qualified and/or best subject-area qualified applicants. Nevertheless, academic background was also listed as a separate criterion by 23% of the respondents. Other criteria frequently used were availability, personality and individual school needs.

An open-ended question was used to identify the persons who were responsible for selecting supervising teachers. Eighty-two respondents offered comments, and these were distributed as follows:

1. primarily the principal (no consultation mentioned) - 43 mentions (52%);
2. superintendent and principal - 16 mentions (20%);
3. superintendent, deputy superintendent or central office - 11 mentions (13%);
4. school staff - 5 mentions (6%);
5. self-selected (volunteers) - 3 mentions (4%); and
6. specific coordinators selected interns - 3 mentions (4%).

Professional Development of Interns and Supervising Teachers

Open-ended questions were also used to ascertain the professional development needs of interns and supervising teachers. According to the 75 comments received, interns' professional development needs appear to have been determined by the following alternative procedures:

1. primarily through discussion and working with interns, based on their needs - 20 mentions (28%);
2. primarily by central office staff with interns choosing among options - 16 mentions (21%);
3. joint decision making by supervising teachers and interns, based on supervision and evaluation of interns - 16 mentions (21%);
4. planning by staff, based on needs of both school and intern - 15 mentions (20%); and
5. district planning, as for first year teachers - 8 mentions (11%).

Table 7.2
Major Criteria Used in Selecting Interns

Criterion (n = 86)	Number of First Responses	Number of Second Responses	Number of Third Responses	Frequency of Mention	
				f	%
1. Qualifications	24	11	4	39	45
2. Availability	13	4	7	24	28
3. Personality	2	8	12	22	26
4. Individual school needs	11	7	2	20	23
5. Academic background	8	5	7	20	23
6. Student teaching performance	7	10	1	18	21
7. References	4	4	4	12	14
8. Interview screening process	1	4	3	8	9
9. Potential for permanent employment	2	2	1	5	6
10. Other*	11	10	10	31	36

*Includes 17 other criteria, none of which received more than 4 responses.

Seventy-nine superintendents responded to a similar question about determining the professional development needs of supervising teachers. Their responses were as follows:

1. discussion with supervising teachers - 19 mentions (24%);
2. requests by supervising teachers - 17 mentions (22%);
3. no procedures in place - 13 mentions (16%);
4. central office provides and/or suggests seminars and activities - 8 mentions (10%);
5. planning by schools - 4 mentions (5%); and
6. arranged in accordance with district supervision/evaluation plans - 3 mentions (4%).

Compensating and Supporting Supervising Teachers

From a list of five items, superintendents were asked to check which forms of compensation supervising teachers in their jurisdictions received. The results are displayed in Table 7.3. The response checked most frequently (by 43% of the sample) was "increased participation in professional development activities"; "release time" was the next most common response (34%), followed by "no compensation" (31%).

Superintendents were also asked to list sources of support provided for their supervising teachers. Comments were obtained from 74 respondents; the major sources listed were the following:

1. "whatever they need" - 36 mentions (49%);
2. "none," that is, nothing beyond what is available for all teachers - 15 mentions (20%);
3. various special services, closer consultation, closer and more frequent assistance from administration - 13 mentions (18%);
4. specific workshops on supervision - 6 mentions (8%); and
5. financial support - 4 mentions (5%).

Professional Development, Orientation and Inservice Procedures for Interns

Superintendents were presented with a list of seven statements describing various possible professional development, orientation and inservice arrangements for interns within jurisdictions. They were asked to indicate how descriptive each statement was of their jurisdictions. Provision was also made for comment as desired. The results are shown in Table 7.4. The statement most descriptive of school jurisdictions (mean of 3.01) was "existing

Table 7.3

Forms of Compensation Provided to Supervising Teachers
for Participation in the Internship Project

Compensation Provided (n = 86)	Frequency of Use	
	f	%
1. Increased participation in professional development activities	37	43
2. Release time	29	34
3. Financial remuneration	4	5
4. Reduction in teacher pupil-ratio	6	7
5. Other	6	7
6. No compensation	27	31

Respondents frequently checked multiple responses.

Table 7.4

Superintendents' Perceptions of Professional
Development, Orientation and Inservice
Procedures Used for Interns

Procedure	n	Rating of Description Accuracy*					
		1	2	3	4	Mean	SD
1. Professional development plans for interns were developed by central office personnel	81	20	15	31	15	2.51	1.06
2. Professional development plans for interns were developed by participating schools	81	8	13	41	19	2.88	0.89
3. Existing orientation procedures for beginning teachers were adapted for interns	82	8	11	35	28	3.01	0.94
4. Regular beginning teachers participate in same inservice activities as interns	81	18	12	27	24	2.70	1.12
5. Expertise required for inservicing supervising teachers was available within jurisdiction	81	13	20	26	22	2.70	1.04
6. Jurisdiction hired consultants to assist with development of inservice and/or evaluation plans	82	65	3	6	8	1.48	1.00
7. Jurisdiction hired personnel to assist in provision of professional development activities for interns and/or supervising teachers	82	55	3	14	10	1.74	1.13

*Based on a 4-point scale where

1 = not at all descriptive of your situation

2 = not very descriptive of your situation

3 = describes your situation somewhat

4 = describes your situation accurately

orientation procedures for beginning teachers were adapted for interns." This was followed by a mean response of 2.88 for "professional development plans for interns were developed by participating schools." It appears that, for the most part, the orientation for interns was generally equivalent to that for beginning teachers but that schools had at least some input into the development of the intern's professional development plans. One respondent, for example, noted that the interns and supervising teachers in his jurisdiction attended a three-day workshop sponsored by the school district and led by staff from the local university. Another stated that professional development plans were mostly developed by interns themselves, and one said that these plans were developed by the teachers in his jurisdiction.

On the other hand, the statement "regular beginning teachers participate in the same inservice activities as interns" was only a moderately accurate description of most school jurisdictions, as were the statements "expertise required for inservicing supervising teachers was available within the jurisdiction" and "professional development plans for interns were developed by central office personnel." With reference to statement 4, two superintendents said that interns participate in "more of the same" inservice as do beginning teachers. Another stated that some beginning teachers and all interns participated in the same classroom management workshop. One said: "We were unable to do this as interns were hired late." A final respondent said that, in the future, regular beginning teachers will participate in the same inservice activities as interns. Referring to the statements about availability of expertise, one superintendent said that most of the expertise was available within the jurisdiction, although some needed to be obtained from outside. With respect to central office personnel developing plans, several superintendents mentioned that their plans for development for interns were developed and modified in conjunction with proposals from principals, teachers and the interns themselves.

A lower mean response, of 1.74, was recorded for statement 7, "Your jurisdiction hired personnel to assist in the provision of professional development activities for interns and/or supervising teachers." Two respondents said they had the required resources within their jurisdiction to provide these activities. The lowest mean response, 1.48, was obtained in connection with statement 6, "your jurisdiction hired consultants to assist with the development of inservice and/or evaluation plans." Perhaps it was as one superintendent said: most jurisdictions felt qualified to develop their own plans.

Effects of the Internship

Table 7.5 deals with perceptions of the effects of the internship project. Superintendents were asked to rate six items on the following 4-point scale: (1) effects were primarily negative, (2) there was no apparent effect, (3) effects were mixed, and (4) effects were primarily beneficial. Between 73 and 82 responses were received for these items.

The highest mean response (3.70) was for item 5, effect on students. A number of superintendents commented that the internship had had a positive effect on the students in their jurisdictions. Responses such as "good comments," "well liked" and "well accepted" were noted, and these seemed to refer to the interns. Several superintendents said that having interns provided added assistance to individuals and small groups. One said that interns provided "greater expertise in specific curriculum."

The second highest mean response (3.63) was for item 4, effect on "school-based personnel." In this vein, a number of positive comments were made, such as "interns were effectively used in schools" and "very useful for both intern and school in general." One superintendent said that interns provided "increased knowledge" to school-based personnel. Another explained that they provided "increased attention to curriculum." Two superintendents noted that interns brought "a breath of fresh air" and "new ideas into the classroom." Some negative comments were noted, however. One superintendent said that school-based personnel were "a bit guarded in a couple of schools." Three mentioned that interns added to workloads of school-based personnel.

A mean response of 3.20 was recorded for item 6, "parents and community." A number of the positive comments on this effect related to parents appreciating having extra resources at the school. One, for example, commented that "one intern coached basketball and had a positive effect on the parents involved." Several superintendents were unsure of the effects of the internship on parents and the community; that is, they "heard no concerns," found it "hard to judge," "cannot accurately comment" or thought the effect was "not noticeable." Two negative comments were expressed. One superintendent said "Parents want a teacher, not an intern." Another explained that some parents expressed "mild concern--does my child have a real teacher?" That same respondent, however, added that such a concern was "ameliorated easily."

The item that received the fourth highest mean response (3.12) was "allocation of resources." A number of different comments were noted in this regard. Several superintendents remarked generally that the internship added to the school program; comments included "enhanced our programs" and

Table 7.5

Superintendents' Ratings of the Perceived
Effects of the Internship Project

Affected Group/Resource	n	Rating of the Perceived Effect*				Mean
		1	2	3	4	
1. Allocation of resources	82	--	25	22	35	3.12
2. Superintendent and deputy superintendents	78	6	16	36	20	2.90
3. Other central office personnel	73	5	40	14	14	2.51
4. School-based personnel	81	--	3	24	54	3.63
5. Students	80	1	6	9	64	3.70
6. Parents and community	82	1	23	17	41	3.20

*Based on a 4-point scale where

1 = effects were primarily negative

2 = there was no apparent effect

3 = effects were mixed

4 = effects were primarily beneficial

"benefit derived from monies allocated." Others were more specific: "better use of computers in one school and better P.E. in another"; and "improved art program." Three superintendents mentioned that having interns helped to ease classroom loads and thus to provide better service to students. Several superintendents indicated indirectly that the internship was a strain on their resources, as is evidenced by comments such as "our resources are restricted," "restricted finances" and "no extra resources available."

The items with the lowest mean response were effect on "superintendent and deputy superintendent" (3.12) and "other central office personnel" (2.90). With regard to the former, most comments related to the increased workloads that the program imposed. However, more superintendents seemed to feel that the program was more beneficial than negative in its impact. Most of the comments relating to other central office personnel suggested that they were not extensively involved with the internship. However, several superintendents mentioned that the program increased the workload of these personnel.

Adequacy of Policies

Table 7.6 deals with how superintendents rated the adequacy of five specified aspects of the internship. The following 4-point scale was used: (1) completely inadequate, (2) less than adequate, (3) adequate but some problems, and (4) completely adequate; I had no problems.

The highest mean response (3.37) was for item 1, "information from Alberta Education regarding hiring guidelines." Many superintendents made positive comments, such as "very cooperative and helpful"; just as many, however, indicated that the guidelines were either unclear or constantly changing. Several mentioned that the guidelines were rather late in arriving.

The next highest mean response (3.26) was for item 3, "schedule for assessment and reporting." Of the comments received, three superintendents stated that they had no problems with the schedule. However, two felt that the schedule was vague, and one stated that his jurisdiction developed its own schedule.

The third highest mean response (3.17) was for item 1, "information from Alberta Education regarding implementation policies." Most of the comments for this item were negative. For example, two superintendents said this information was slow in arriving. Two mentioned problems of vagueness and another two said that there were timeline problems. Others noted that the information was too detailed and involved excessive paperwork.

Table 7.6
Superintendents' Ratings of Adequacy of Aspects of
the Internship

Aspect of Internship	n	Adequacy Rating*				Mean
		1	2	3	4	
1. Information from Alberta Education regarding hiring guidelines	82	1	10	29	42	3.37
2. Information from Alberta Education regarding implementation policies	82	2	9	44	27	3.17
3. Schedule for assessment and reporting	82	2	9	37	34	3.26
4. Provision of inservice for supervising teachers	79	10	34	24	11	2.46
5. Timelines for project implementation	81	10	18	29	24	2.83

*Based on a 4-point scale where

1 = completely inadequate

2 = less than adequate

3 = adequate, but some problems

4 = completely adequate; I had no problems

The item "timelines for project implementation" received a mean response of 2.83. Most of the superintendents who commented indicated that the internship proposal came too late in the year, thus causing a hiring rush. One superintendent added: "interns would rather be hired as teachers." A number observed that the timelines for project implementation will be more appropriate in the second year of the project.

The item with the lowest mean response (2.46) was item 4, "provision of inservice for supervising teachers." Most comments were similar to that of the superintendent who said that provision of inservice is "the one component that needs to be changed."

Effectiveness of the Internship

Superintendents were asked to rate each of the stated goals of the internship according to whether it should be a goal, and how effective the internship project has been in meeting the goal. These results are shown in Tables 7.7 and 7.8.

With regard to the appropriateness of the various stated goals, "refinement of teaching skills" was seen to be most appropriate of all, although "development of teaching skills" and "assessment of teaching skills" were also thought to be worthwhile goals. Developing the skills of supervising teachers was seen by superintendents to be the least appropriate goal; the spread of opinion for this item was also higher than for the others.

Perceptions of goal fulfilment by the internship project followed a similar pattern. The most highly commended goal--that of refining interns' teaching skills--was also the one that superintendents considered ITP had fulfilled most effectively. The goal of placing interns was also thought to be substantially achieved, and development of professional relationships received a somewhat lower attainment rating. The goal of improving supervising teachers skills, which was in any case judged to be of lesser consequence, was thought to be least effectively met. Once again, opinion was most divided in connection with this aspect of the internship.

Overall Value of the Internship

Table 7.9 illustrates superintendents' ratings of the overall value of the internship with respect to its professional development aspects and its administration and policy aspects, on a 10-point scale where 10 was the most positive response. The program was highly rated in terms of professional development (mean = 7.94; SD = 1.80) but it had

Table 7.7

Superintendents' Perceptions of the Appropriateness of
Internship Project Goals

Goal	n	Appropriateness Rating*				
		1	2	3	4	Mean
1. Refinement of teaching skills of interns	84	--	--	1	83	3.99
2. Development of professional relationships by interns	83	1	4	18	60	3.65
3. Assessment of interns' suitability for placement	83	--	3	23	57	3.65
4. Development of the skills of supervising teachers	84	1	8	34	41	3.37

*Based on a 4-point scale where
 1 = definitely should not be a goal
 2 = probably should not be a goal
 3 = probably should be a goal
 4 = definitely should be a goal

Table 7.8

Superintendents' Perceptions of the Effectiveness of
Internship Goal Achievement

Goal	n	Effectiveness Rating*				
		1	2	3	4	Mean
1. Refinement of teaching skills of interns	84	--	3	21	60	3.68
2. Development of professional relationships by interns	82	2	3	38	39	3.39
3. Assessment of interns' suitability for placement	83	--	3	23	57	3.65
4. Development of the skills of supervising teachers	81	6	15	49	11	2.80

*Based on a 4-point scale where

0 = don't know

1 = not at all effective

2 = not very effective

3 = somewhat effective

4 = very effective

Table 7.9

Superintendents' Perceptions of the Overall Value of
the Internship Program

Aspect	n	Value Ratings*										Mean
		1	2	3	4	5	6	7	8	9	10	
Professional development aspects	83	--	2	1	3	--	7	11	26	17	16	7.94
Administrative and policy aspects	84	2	4	1	1	9	8	16	29	11	3	6.94

*Based on a 10-point scale where

1 = most negative response

10 = most positive response

somewhat lower and more varied ratings on administration and policy aspects (mean = 6.94; SD = 2.03).

Compulsory Internship and Final Examinations

Superintendents tended to agree that internship should be compulsory, although their opinions were not strongly in favor (see Table 7.10). They tended to disagree that there would be a final exam following an internship.

Responsibility for Overseeing the Transitional Experience

Finally, the question "Who should be responsible for overseeing the transition from education graduate to practising teacher?" elicited the responses summarized in Table 7.11. Every superintendent was asked to assign a percentage to each organization listed, and to ensure that the percentages totalled 100. School systems received the most responses (78), with 14 of those assigning 50% responsibility to the school systems, 32 assigning more than 50% (as much as 100%), and 32 assigning less. Faculties of Education received the next largest percentage of the responsibility, although they received two fewer responses than did Alberta Education. Eleven of the 65 respondents assigned faculties 20%; 36 assigned them more (as much as 80%). The maximum percentage assigned to Alberta Education was 80%, with 56 of the 67 responses attributing 30% responsibility or less. The ATA was assigned the least responsibility, with only 46 persons giving it any percentage; 32 of these were 20% or less.

General Comments

Thirty-seven superintendents added remarks in the "general comments" section of the questionnaire. Nine of the comments were non-specific, positive statements such as "very beneficial" and "best idea in 50 years." Seven superintendents made references to universities; three suggested that the internship should be an integral part of teacher training, and others suggested that the universities could recommend that internship be waived for some graduates, and that better selection among teacher education applicants would improve the internship program. Some superintendents made reference to the need for internship to count toward certification. Most other comments reiterated perceptions expressed elsewhere; examples are the need for greater flexibility for interns, concerns about the job situation, frustrations when interns are hired mid-year, and coordination where many people are responsible.

Table 7.10

Superintendents' Agreement with Compulsory Internship
and Final Examinations

Program Aspect	n	Agreement Rating*				Mean
		1	2	3	4	
Compulsory internship	82	6	11	35	30	3.09
Compulsory final exam	79	30	27	9	13	2.06

*Based on a 4-point scale where

1 = Strongly Disagree

2 = Disagree

3 = Agree

4 = Strongly Agree

Table 7.11

Superintendents' Perceptions of Agencies Which Should be
Responsible to Oversee the Transitional Experience

Agency	Frequency of Mention	Proportion of Total Responsibility Assigned*	
		Mean %	SD
School systems	78	50.38	26.77
Faculties of Education	65	28.94	19.02
Alberta Education	67	22.27	13.70
ATA	46	13.83	9.55
Other	3	0.00	0.00

*Each respondent was asked to express desired distribution of total responsibility for the various organizations as percentages. (In some instances, assigned percentages did not add to 100.)

Summary

By and large, the internship program was perceived very positively by superintendents. It was seen to be particularly valuable for professional development, and somewhat less so for its administrative and policy aspects. All of the stated goals were perceived to be worthwhile; the goal of developing the skills of supervising teachers was seen to be the least important, although it was still rated at 3.37 on a 4-point scale. Similarly, the internship was perceived to be quite effective in meeting the goals, except in the matter of developing supervising teachers' skills.

Although it was not an apparent intent of the program, the internship seems to have been reasonably effective in providing teachers during the course of the year for 115 interns (18%) had been given regular teaching jobs by the time of this stage of the evaluation. On the other hand, only 25 had so far been promised positions for next year.

The internship was perceived to have a very positive impact on students, and also on school staffs. There were mixed impressions about its effects on parents and the community, and it apparently had little impact on central administration, except for a perceived increase in workloads of some staff members.

Superintendents seemed to be reasonably satisfied with Alberta Education policies and guidelines, except with respect to provision of inservice for supervising teachers (where 56% rated it as less than adequate) and implementation timelines (on which 35% rated it as less than adequate).

Superintendents tended to agree that internship should be compulsory, but most (72%) did not believe there should be a final exam. They communicated mixed feelings about who should oversee the transition from education graduate to practising teacher: 91% assigned at least a portion of the responsibility to school systems, with the average level of responsibility attributed being one half of the total; 76% assigned an average of about one quarter responsibility to the Faculties of Education; 77% assigned some responsibility to Alberta Education, the average share of responsibility being a little less than a quarter; and 53% assigned some responsibility to the ATA, although they viewed this organization as a relatively minor participant.

Various criteria appear to be used for selecting interns. The most common ones advanced were qualifications (usually academic qualifications), availability, personality and school needs.

According to the superintendents involved in this survey, supervising teachers were selected primarily by school principals, either without consultation (52%) or in consultation with the superintendents (19%). Approximately 13% of the superintendents indicated that supervising teachers were chosen by central administration. School staffs were said to be involved in only five (6%) jurisdictions.

There appeared to be little in the way of orientation for interns beyond that offered for other new staff members. Likewise, professional development activities for interns tended to be the same as those for other teachers. Decisions about professional development for interns appeared, for the most part, to be taken informally, based on discussions among individual interns, supervising teachers and others. Twenty percent of the superintendents indicated that the schools developed the plans for professional development of interns; 11% indicated that jurisdictions had developed those plans.

There emerged little in the way of planned professional development for supervising teachers; 16% of the superintendents indicated that there was no professional development; only 5% noted that plans had been devised. Similarly, the support measures provided for supervising teachers were again little different from those generally available to other teachers. On the other hand, some jurisdictions provided special services, workshops, closer consultation and "more frequent" assistance. Superintendents were about evenly divided as to whether the expertise required for inservicing supervising teachers was available in their jurisdictions; however, few had hired personnel to assist in formulating inservice or professional development plans.

APPENDIX A
SUPERINTENDENT SURVEY



EDUCATION

Devonian Building, West Tower, 11160 Jasper Avenue, Edmonton, Alberta, Canada T5K 0L2

April 1, 1986

All Superintendents, Private School Principals,
and Private ECS Operators participating
in the Initiation to Teaching Project

Dear Colleagues:

As you are probably aware, the Initiation to Teaching Project in Alberta is being evaluated for Alberta Education by a research team of 12 professors from the Universities of Alberta, Calgary and Lethbridge. Dr. Eugene Ratsoy of the University of Alberta is Project Director.

The comprehensive evaluation process includes collection of data from the following sources: classroom observation; examination of the daily logs of interns and beginning teachers; questionnaires to be completed by superintendents, principals, supervising teachers, interns, and beginning teachers; interviews with the same groups; interviews with people in government departments, the Alberta Teachers' Association, the Alberta School Trustees' Association, the Alberta Catholic School Trustees' Association, the Conference of Alberta School Superintendents, and the Alberta Federation of Home and School Associations; and interviews and questionnaires involving staff and students in the Faculties of Education. The purposes of the evaluation are as follows:

1. To recommend changes for the 1986-87 Project year;
2. To recommend whether internship should be a requirement for all beginning teachers in Alberta; and, if so,
3. To recommend what changes, if any, should be made to the present approach.

Principals, supervising teachers, interns, and any beginning teachers in your jurisdiction may be asked to complete a short questionnaire or, in a few randomly selected cases, participate in an interview relevant to the Initiation to Teaching Project. As well, all superintendents, private school principals and private ECS operators whose jurisdictions are participating in the Project are being asked to complete the enclosed questionnaire.

I am writing to request that you cooperate fully with the research team. Your opinions are extremely important input for the evaluation.

Sincerely,

A handwritten signature in dark ink, appearing to read "R. Bosetti".

Reno A. Bosetti
Deputy Minister



The
University of
Lethbridge

4401 University Drive
Lethbridge, Alberta, Canada
T1K 3M4

FACULTY OF EDUCATION
RESEARCH, EVALUATION and
DEVELOPMENT CENTRE
(403) 329-2424

DATE: March 26, 1986

TO: All Alberta Superintendents

FROM: The Evaluation Team: Alberta Initiation
to Teaching (Internship) Project

Gene Ratsoy) The University of
David Friesen) Alberta
Ted Holdaway)

Alice Boberg) The University
Abe Johnson) of Calgary
Wally Unruh)

France Levasseur-Ouimet) Faculté
Claudette Tardif) Saint-Jean

Myrna Greene) The University
Frank Sovka) of Lethbridge

Superintendent Survey

As indicated in the covering letter, this survey to superintendents is a part of the evaluation of the Initiation to Teaching Project. We have made every attempt in this survey not to duplicate questions to which you will be asked to respond as part of Alberta Education's requirements.

We are requesting you or your delegate to complete the survey and return it in the stamped self-addressed envelope not later than April 10. Be assured that your responses will be kept completely confidential and will be analyzed as group data only. No individuals will be identified.

Thank you very much for your assistance. Please return your completed surveys to me at the University of Lethbridge.

Myrna L. Greene
for the Initiation to Teaching Project
MLG:gr/31

THE INITIATION TO TEACHING (INTERNSHIP) PROJECT
SUPERINTENDENT SURVEY

Part I-Description of the Process

- 1) Number of schools in your school jurisdiction _____
- 2) Number of Interns currently employed in your school jurisdiction _____
- 3) Number of teachers originally hired as Interns during 1985-86 and now employed as regular teachers _____
- 4) Number of your Interns who have been promised regular contracts for 1986-1987 _____
- 5) What were the main criteria used in the selection of your Interns?
 - 1) _____
 - 2) _____
 - 3) _____
- 6) How are the professional development needs of individual Interns determined?

- 7) Who was responsible for selecting the Supervising Teacher(s) for the Interns?

- 8) How are Supervising Teachers compensated for their participation in the Internship project? Check as many as are applicable.
☐ release time
☐ financial remuneration (state amount per teacher) _____
☐ increased participation in professional development activities
☐ other _____
☐ none _____
- 9) How are the professional development needs of the Interns' Supervising Teachers determined?

- 10) What support is available for your Supervising Teachers? (e.g., financial resources, personnel, inservice)?

Part I-continued

To what extent are the following statements accurate descriptions of the situation in your school jurisdiction? Please circle the number which most closely reflects your opinion and provide a written comment if you wish.

- 4 = describes your situation accurately
- 3 = describes your situation somewhat
- 2 = not very descriptive of your situation
- 1 = not at all descriptive of your situation

- | | | | | |
|--|---|---|---|---|
| 1) the professional development plans for Interns were developed by central office personnel | 4 | 3 | 2 | 1 |
| <hr/> | | | | |
| 2) the professional development plans for Interns were developed by participating schools | 4 | 3 | 2 | 1 |
| <hr/> | | | | |
| 3) existing orientation procedures for Beginning Teachers were adapted for Interns | 4 | 3 | 2 | 1 |
| <hr/> | | | | |
| 4) regular Beginning Teachers participate in the same inservice activities as Interns | 4 | 3 | 2 | 1 |
| <hr/> | | | | |
| 5) the expertise required for inservicing Supervising Teachers was available within your jurisdiction | 4 | 3 | 2 | 1 |
| <hr/> | | | | |
| 6) your jurisdiction hired consultants to assist with the development of inservice and/or evaluation plans | 4 | 3 | 2 | 1 |
| <hr/> | | | | |
| 7) your jurisdiction hired personnel to assist in the provision of professional development activities for Interns and/or Supervising Teachers | 4 | 3 | 2 | 1 |
| <hr/> | | | | |

Part II-Effects of the Internship Project

- 1) Please indicate your perceptions of the effect of the Internship on each of the following by circling the appropriate number and providing a brief written comment about each.

4 = effects were primarily beneficial

3 = effects were mixed

2 = there was no apparent effect

1 = effects were primarily negative

<u>Effect on</u>	<u>Rating</u>	<u>Comment</u>
a) Allocation of resources	4 3 2 1	_____
b) Superintendents and deputies	4 3 2 1	_____
c) Other Central Office personnel	4 3 2 1	_____
d) School-based personnel	4 3 2 1	_____
e) Students	4 3 2 1	_____
f) Parents and community	4 3 2 1	_____

- 2) Please indicate your perception of the adequacy of the following items by circling the appropriate number and providing a comment if appropriate.

4 = completely adequate; I had no problems

3 = adequate, but some problems

2 = less than adequate

1 = completely inadequate

a) Information from Alberta Education regarding hiring guidelines	4 3 2 1	_____
b) Information from Alberta Education regarding implementation policies	4 3 2 1	_____
c) Schedule for assessment and reporting	4 3 2 1	_____
d) Provision of inservice for Supervising Teachers	4 3 2 1	_____
e) Timelines for project implementation	4 3 2 1	_____

Part IV-Internship Programs

- 1) What is your opinion concerning the following statement? "Internship should be compulsory for all prospective teachers upon completion of their university teacher preparation program".

4	3	2	1	0
Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion

- 2) What is your opinion concerning the following statement? "A formal examination should be required at the end of the Internship prior to certification for all teachers".

4	3	2	1	0
Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion

- 3) Who should be responsible for overseeing the transition from teacher education graduate to practising teacher? Assign a percentage to each of the following according to the responsibility you believe each should have in providing for this transition. (Note that the total should be 100%.)

school systems	_____ %
faculties of education	_____ %
Alberta Teachers' Association	_____ %
Alberta Education	_____ %
Other (please specify)	_____ %
_____	_____ %

- 4) Please make any additional comments you wish.

Please return your completed surveys in the envelope provided or send to
 Dr. Myrna Greene, Director,
 Education Research, Evaluation & Development Centre,
 The University of Lethbridge,
 4401 University Drive, Lethbridge,
 Alberta, T1K 3M4.

CHAPTER 8

SURVEY OF SCHOOL-BASED PERSONNEL

TABLE OF CONTENTS

	Page
Demographic Data and Description of Sample	295
Special Funding	306
Support Services, Supervision and Other Program Features	306
Support Services Used for Supervision	306
Assessment of Interns and Beginning Teachers	309
Concerns of Interns and Beginning Teachers and Assistance Available	309
Satisfaction with Program Features	315
Orientation Activities	315
Induction to Teaching	319
Principals' Evaluation of Program Implementation .	321
Preparation and Skill Development	321
Preparedness of Interns	321
Skill Development	325
General Evaluation and Suggested Changes	325
Summary	339
General	342
Policy Issues	343
Appendix A. "Master Questionnaire" Comprising All Items from Individual Questionnaire Instruments	345

LIST OF TABLES

Table		Page
8.1	Questionnaire Distribution and Response Rates	296
8.2	School Placement of Respondents Classified by Jurisdiction	298
8.3	School Placement of Respondents Classified by Rural or Urban Location	300
8.4	School Grade Levels Served	300
8.5	School Size by Number of Certificated Teachers on Staff	301
8.6	Sexes of Beginning Teachers and Interns as Reported by Principals and Supervising Teachers	302
8.7	Institution Where Certification Requirements Completed	302
8.8	Year of Certification for Interns and Beginning Teachers	303
8.9	Intern and Beginning Teacher Grade Preference and Grade Assignment	303
8.10	Sex of Interns and Beginning Teachers	304
8.11	Interns' Reasons for Participating in the Internship Program	305
8.12	Beginning Teachers' Reasons for Not Participating in the Internship Program	307
8.13	Perceptions of Principals of Interns and Supervising Teachers of Extent of Use of Support Services for Internship Supervision	308
8.14	Estimates by Principals of Beginning Teachers of the Extent to Which Support Services for Beginning Teachers Were Used	310
8.15	Perceptions of Principals and Supervising Teachers of the Extent of Use of Personnel in Assessing Interns and Beginning Teachers	311

Table		Page
8.16	Concerns of Interns and Beginning Teachers and Perceived Extent of Assistance Available	313
8.17	Areas of Help Desired by Interns and Beginning Teachers and Perceived Extent to Which Help Was Provided	314
8.18	Interns' and Beginning Teachers' Ratings of Satisfaction with Program Features	316
8.19	Extent of Agreement of Supervising Teachers with Program Features	317
8.20	Principals' Perceptions of the First Year of Teaching for Beginning Teachers	318
8.21	Perceptions of Interns and Supervising Teachers of the Time That Interns Spent in Teaching at Three Stages	320
8.22	Principals' Evaluation of Aspects of Implementation of the Internship Program	322
8.23	Initial Teaching Skills of Interns and Beginning Teachers as Perceived by Principals of Beginning Teachers, Beginning Teachers, Supervising Teachers and Interns	323
8.24	Development of Teaching Skills of Interns and Beginning Teachers as Perceived by Principals of Beginning Teachers, Beginning Teachers, Supervising Teachers and Interns	326
8.25	Opinions of Principals, Interns, Supervising Teachers and Beginning Teachers Regarding Continuation and the Nature of the Internship Program	328
8.26	Proposed Changes in the Internship Program	330
8.27	Opinions of Principals, Interns and Supervising Teachers on Optimum Length of Internship	331
8.28	Overall Rating of the Alberta Internship as Perceived by Principals of Interns, Interns and Supervising Teachers	332

Table		Page
8.29	Perceived Weaknesses of the Internship Program	334
8.30	Perceived Strengths of the Internship Program	335
8.31	Weaknesses of Interns as Perceived by Supervising Teachers	337
8.32	Strengths of Interns as Perceived by Supervising Teachers	337
8.33	Reasons Cited by Principals of Interns and Supervising Teachers for Retrospectively Approving Their Decision to Participate in the Internship Program	340
8.34	General Comments about the Internship Program	341

SURVEY OF SCHOOL-BASED PERSONNEL

This chapter reports findings from a questionnaire study of attitudes among a sample of interns, principals of schools having interns, and supervising teachers whose perceptions had not been sought in other school observations or interviews during the first-year evaluation phase. In accordance with the Evaluation Study Proposal requirements, a matching sample of beginning teachers and their principals was also included in the survey. In the latter respect, the intention had been to use schools with both interns and beginning teachers, but this could not be achieved because many schools did not have both types of employees. Consequently, the sample of beginning teachers included those in schools with interns together with an additional random sample of beginning teachers drawn from a list of schools provided by Alberta Education.

Questionnaire items for this stage of the study were developed following a review of the research literature. A separate instrument was designed for each of the following groups: interns, principals of interns, supervising teachers, beginning teachers, and principals of beginning teachers. Each questionnaire included items of specific concern to the group as well as items which were relevant to other groups.

For the purposes of this chapter, all items from the various questionnaires are summarized in a "master questionnaire" shown in Appendix A. The specific questionnaires in which each item was used are indicated in this master questionnaire. The discussion below follows the order of questionnaire items.

All questionnaires were mailed to schools in early May 1986, and reminders were sent out in late May. The presentation which follows is based upon questionnaires returned by June 7, 1986.

Demographic Data and Description of Sample

Questionnaires dealing with selected aspects of the Initiation to Teaching Project (ITP) were mailed to a sample comprising about 50% of the interns, principals of interns and supervising teachers participating in the program. In addition, questionnaires were sent to a further sample of beginning teachers and their principals seeking information on selected aspects of their teaching experience during the

year. Table 8.1 records, by category of respondents, the number of questionnaires sent, the number returned and the percentage return rates. In about 2% of the cases for each category, respondents were not of the statuses anticipated. Therefore, in all cases, the actual percentage return rates are slightly higher than those appearing in the table.

Table 8.1
Questionnaire Distribution and Response Rates

Respondent Category	Number of Questionnaires		Return Rate %
	Distributed	Returned	
Intern	410	337	82
Principal of intern	410	370	90
Supervising teacher	410	359	88
Beginning teacher	387	239	62
Principal of beginning teacher	387	255	66
Total	2,004	1,560	78

Kinds of demographic information requested of the respondents differed according to their professional statuses and the purposes of the study. In certain circumstances, the same or similar questions were asked of multiple groups; for those items the data are presented together, for the sake of both readability and efficiency of reporting.

The first five items on the questionnaires for principals of interns sought demographic information. With the exception of the first question, which was also asked of supervising teachers, these questions were directed only to principals of interns. These data are most easily presented in descriptive form.

Item one for principals of interns asked how many interns had been appointed to their schools prior to November 1, 1986. Of the responses received, 344 indicated the appointment of one intern each, 12 claimed two each, and

one respondent did not answer the question. Equivalent results were obtained from the supervising teachers; they are not reported, however, as the number of returns from supervising teachers was lower.

Question two for principals of interns requested dates of initial appointment of the interns on which they were reporting. The majority (288) specified September 1, 1985; 34 stated October 1, 9 stated November 1, 9 stated January 1, 1986, 6 stated February 1 and one stated March 1. Twenty three principals of interns did not answer this question.

Principals of interns were asked to respond also to question three which requested the termination dates of their interns--although only of these dates occurred prior to June 30, 1986. Twenty-one principals of interns responded, and the dates and frequencies for these dates were as follows: November 30--one; December 31--three; January 31--four; February 28--four; March 31--three; April 30--four; and May 31--two. Question four also sought reasons for these early terminations. Reasons given and respective frequencies were as follows: acceptance of full-time teaching positions (14); transfer to other schools (8); resignation (5); acceptance of substitute teaching positions (5); acceptance of half-time positions (2); pregnancy (2); and a previous commitment (1).

The fifth demographic question asked principals of interns if their interns had benefited from the special Professional Development Grant available through the Initiation to Teaching Project and, if so, to briefly explain in what ways benefit was derived. A total of 280 principals of interns answered this question in the affirmative. However, of this number 30 offered no explanation of how it helped, and a further 32 misinterpreted the question and instead stressed the importance of ITP basic funding. The remaining positive responses were grouped into categories of perceived benefit that had the support of at least ten respondent principals. The following categories emerged: professional development activities organized by jurisdiction central offices (107); intern attendance at a workshop outside the jurisdiction (46); special school level workshops (33); and participation in the "teacher effectiveness program" (24).

Table 8.2 summarizes the number of respondents, classified by position, working in each type of jurisdiction in the study. The jurisdiction category "other" represents private schools, Department of National Defence schools and schools for Native children operating in Alberta. It may be seen from this table that the majority (71%) of interns but only 46% of beginning teachers in the questionnaire sample obtained employment with school districts. Forty-eight percent of the latter group obtained employment in school divisions and counties.

Table 8.2
School Placement of Respondents Classified by Jurisdiction

Jurisdiction Type	Respondent Position									
	Principals of Interns (n = 370)		Principals of Beginning Teachers (n = 255)		Supervising Teachers (n = 359)		Interns (n = 337)		Beginning Teachers (n = 239)	
	f	%	f	%	f	%	f	%	f	%
County	65	18	69	27	69	19	55	16	70	29
Public school district	159	43	57	22	147	41	142	42	55	23
Protestant separate school district	13	4	3	1	13	4	16	5	6	3
Roman Catholic school district	67	18	47	18	64	18	66	20	44	18
School division	45	12	53	21	42	12	35	10	45	19
Regional school district	1	--*	2	1	1	--*	3	1	3	1
Roman Catholic public school district	12	3	8	3	10	3	8	2	2	1
Consolidated school district	1	--*	2	1	1	--*	2	1	--	--
Other	5	1	10	4	2	1	1	--*	12	5
No response	2	1	4	2	10	3	9	3	2	1

Total is not always 100%, due to rounding.

*Percentage is less than 0.5%.

All respondents were asked to classify their school locations as either rural or urban. The results, which appear in Table 8.3, draw attention to the predominance of respondents from rural locations.

The number of grade levels served by the schools was also asked of all respondents. Results from this question appear in Table 8.4. Clear majorities of respondents in all categories--with the possible exception of principals of beginning teachers which had a high no response rate--work in either K-6 or K-9 schools. The category "other" reflects a variety of alternative arrangements.

Question 8 asked respondents to indicate the numbers of certificated teachers working in their schools. For ease of reporting, the data from this question were collapsed into six categories; they appear in Table 8.5.

Principals of beginning teachers were asked how many beginning teachers were appointed to their schools at the beginning of the 1985-86 school year. They provided the following data: 3 had received no beginning teachers, 115 had one each, 59 had received two, 24 had received three, and 25 had taken on four or more. The greatest number of beginning teachers in any school was twelve; this response came from two principals. Thirteen principals did not respond to the question.

Item 10 sought from the principals of beginning teachers and supervising teachers information about the sexes of the beginning teachers and interns on which they were reporting. That information is presented in Table 8.6. As may be readily seen, women outnumbered men by a ratio of about four to one among both the beginning teacher and intern groups.

Both the intern and beginning teacher groups were asked the institutions at which they completed their certification requirements. The responses appear in Table 8.7.

Item 12 asked both interns and beginning teachers the year in which each obtained the Interim Professional Certificate. The data from this question are summarized in Table 8.8. It should be noted that a few interns obtained appointments despite having obtained certification in years prior to those specified by the Department of Education for eligibility for internship.

Interns and beginning teachers were both asked what grade levels they most preferred to teach and what grade levels they were teaching. Table 8.9 contains the data obtained from these questions. There appeared to be a strong positive relationship between teaching level preferences and positions obtained.

Table 8.3

School Placement of Respondents Classified by Rural or Urban Location

School Location	Respondent Position									
	Principals of Interns (n = 370)		Principals of Beginning Teachers (n = 255)		Supervising Teachers (n = 359)		Interns (n = 337)		Beginning Teachers (n = 239)	
	f	%	f	%	f	%	f	%	f	%
Rural	254	69	110	43	242	67	236	70	113	47
Urban	110	30	142	56	111	31	93	28	121	51
No response	6	2	3	1	6	2	8	2	5	2

Total is not always 100%, due to rounding.

Table 8.4

School Grade Levels Served

Grade Levels	Respondent Position									
	Principals of Interns (n = 370)		Principals of Beginning Teachers (n = 255)		Supervising Teachers (n = 359)		Interns (n = 337)		Beginning Teachers (n = 239)	
	f	%	f	%	f	%	f	%	f	%
K - 6	168	45	59	23	168	47	156	46	51	21
1 - 6	19	5	14	6	26	7	15	5	9	4
7 - 9	29	8	14	6	28	8	26	8	13	5
K - 9	60	16	46	18	65	18	54	16	45	19
7 - 12	6	2	14	6	7	2	5	2	11	5
9 - 12	2	1	5	2	4	1	1	--*	5	2
10 - 12	22	6	14	6	14	4	20	6	13	5
K - 12	11	3	14	6	15	4	11	3	19	8
1 - 12	13	4	18	7	12	3	6	2	11	5
Other	36	10	2	1	12	3	40	12	61	26
No response	4	1	55	22	3	1	3	1	1	--*

Total is not always 100%, due to rounding.

*Percentage is less than 0.5%.

Table 8.5

School Size by Number of Certificated Teachers on Staff

Staff Size	Respondent Position				
	Principals of Interns (n = 370)	Principals of Beginning Teachers (n = 255)	Supervising Teachers (n = 359)	Interns (n = 337)	Beginning Teachers (n = 239)
1 - 9	52	47	40	42	48
10 - 19	140	88	146	116	81
20 - 39	153	103	119	114	68
40 - 69	13	13	12	17	10
70 or more	11	2	6	6	3
No response	1	2	36	42	29

Table 8.6

Sexes of Beginning Teachers and Interns as Reported
by Principals and Supervising Teachers

Sex	Respondent Position			
	Principals of Beginning Teachers (n = 255)		Supervising Teachers (n = 359)	
	f	%	f	%
Male	53	21	79	22
Female	199	78	274	76
No response	3	1	6	2

Table 8.7

Institution Where Certification Requirements Completed

Institution	Respondent Position			
	Interns (n = 337)		Supervising Teachers (n = 239)	
	f	%	f	%
University of Alberta	168	50	132	55
University of Calgary	122	36	55	23
University of Lethbridge	30	9	21	9
Other	16	5	30	13
No response	1	--*	1	--*

*Percentage is less than 0.5%.

Table 8.8
Year of Certification for Interns and
Beginning Teachers

Year of Certification	Respondent Position			
	Interns (n = 337)		Beginning Teachers (n = 239)	
	f	%	f	%
1985	210	62	209	87
1984	71	21	19	8
1983	39	12	2	1
1982	11	3	--	--
1981 or earlier	3	1	5	2
No response	3	1	4	2

Table 8.9
Intern and Beginning Teacher Grade Preference and
Grade Assignment

Grade Level	Respondent Position			
	Interns (n = 337)		Beginning Teachers (n = 239)	
	Teach	Prefer	Teach	Prefer
K - 6	247	252	148	148
Junior High	51	58	42	61
Senior High	34	26	48	28
No response	5	1	1	2

Item 165 asked interns and beginning teachers their ages on September 1, 1986. The mean age of interns was found to be 25.6 years with a standard deviation of 4.9 and for beginning teachers to be 24.2 years with a standard deviation of 3.6.

Both interns and beginning teachers were asked to report their sexes. This information appears in Table 8.10. The approximate four-to-one ratio of women to men for both groups is apparent, as in Table 8.6.

Table 8.10
Sex of Interns and Beginning Teachers

Sex	Respondent Position			
	Interns (n = 337)		Beginning Teachers (n = 239)	
	f	%	f	%
Male	74	22	45	19
Female	262	78	194	81
No response	1	--*	--	--

*Percentage is less than 0.5%.

Supervising teachers were also asked to respond in this way about themselves. The data obtained indicated that 109 were men and 219 were women. Nine respondents did not answer this question.

Interns only were asked to rate each of six items on a five-point scale (1, not important, to 5, very important) according to its importance for the decision to accept internship appointments. The interns could also indicate "no opinion" for any of these items and they were given opportunity to list other reasons if they wished. The results are reported in Table 8.11. A small number of "other" reasons listed were also advanced, although these were idiosyncratic matters which did not warrant reporting. The two major reasons for most respondents were anticipation of permanent appointment and lack of teaching positions.

Table 8.11

Interns' Reasons for Participating in the
Internship Program
(n = 337)

Reason	Mean	SD	No Opinion
1. More experience needed than was provided by the practicum	2.67	1.47	16
2. More experience wanted, to increase self-confidence	3.24	1.50	8
3. Expected internship to lead to permanent appointment	4.46	0.92	2
4. Expected internship to become a requirement for permanent appointment	3.14	1.44	23
5. Offered an unsuitable beginning teacher appointment	2.02	1.52	169
6. Unable to obtain a teaching position	4.17	1.34	40

Beginning teachers, on the other hand, were asked to rate six items on a five-point scale (1, not important to 5, very important) in terms of their importance for deciding not to take part in the internship program. As with the interns, there was provision for the beginning teachers to indicate "no opinion" for any of these items, and they were given opportunity to list other reasons if they wished. These results are reported in Table 8.12. Other reasons than the six listed were few in number and inconsistent so they are not reported. As may be seen, confidence in their own ability and the offer of an appropriate job were the particularly important reasons for opting for teaching positions. The feeling that the salary offered to interns would be inadequate was also of considerable consequence.

Special Funding

Principals of interns were asked whether or not they had received additional funding to purchase instructional resources for their interns. Only 30 principals answered this question in the affirmative; they were further asked to state how much funding had been provided and how it was being utilized. Of those who had obtained this funding, only 21 responded to the question and 19 indicated amounts received. With one exception, the amounts all fell between \$50.00 and \$750.00. The other respondent received \$1,500.00. All who commented said that their monies were allocated to instructional materials.

Support Services, Supervision and Other Program Features

The questionnaires in this study elicited a range of responses about various aspects of the support, supervision and other aspects of the internship program. The following sections detail the findings about these matters.

Support Services Used for Supervision

Principals of interns and supervising teachers were asked to indicate the extent to which five specific support services were utilized for internship supervision, based on a 5-point scale on which "5" indicates "a great deal" and "1" indicates "very little." Table 8.13 records these responses.

Interns were supervised mostly by regular teachers and local school administrators. In this regard, very little use was made of Alberta Education Regional Office or central office personnel.

Table 8.12

Beginning Teachers' Reasons for Not Participating in
the Internship Program
(n = 239)

Reason	Mean	SD	No Opinion
1. Sufficient expertise was gained through the practicum	3.29	1.42	41
2. Confident in own ability to assume full-time appointment	4.19	1.03	35
3. Offered a suitable teaching appointment	4.64	0.81	27
4. Internship salary was inadequate for needs	3.74	1.52	59
5. Did not have adequate information about the internship program	2.18	1.41	64
6. Did not receive information about the internship program soon enough	1.97	1.34	71

Table 8.13

Perceptions of Principals of Interns and Supervising Teachers of Extent of
Use of Support Services for Internship Supervision

Type of Support Service	Extent of Use					
	Principals of Interns (n = 370)			Supervising Teachers (n = 359)		
	Mean	SD	No Response	Mean	SD	No Response
1. Teachers other than the supervising teacher	3.74	1.20	10	3.42	1.45	9
2. Administrators in the school	3.59	1.77	6	3.06	1.35	12
3. Central office personnel in the school system	2.51	1.26	25	1.94	1.17	57
4. Alberta Education Regional Office personnel	1.27	0.63	58	1.24	0.62	118
5. Alberta Education central office personnel	1.17	0.49	76	1.17	0.55	149
6. Other	1.98	1.29	238	2.11	1.52	283

An equivalent question was asked of principals of beginning teachers to determine the extent to which supervisory personnel were used with beginning teachers. In this case, of course, there were no assigned supervising teachers. A summary of responses to this question is presented in Table 8.14.

Beginning teachers were said to be supervised largely by administrators. The major difference in supervision of beginning teachers and interns was that interns tended to be exposed extensively to other teachers whereas beginning teachers were supervised substantially by administrators. Consultants, specialists and resource teachers were mentioned occasionally by both groups of principals; in each case, they are included in the "Other" category. Such use was relatively rare in the case of interns and only a little more common in the case of beginning teachers.

Assessment of Interns and Beginning Teachers

Item 25 was designed to determine the extent to which various personnel were used to evaluate interns and beginning teachers. The results of the analysis of responses by principals of interns, principals of beginning teachers, and supervising teachers are presented in Table 8.15.

The most common source of assessment for both interns and beginning teachers was personnel in local schools. The major difference between the two groups was in the greater reliance on teachers for evaluating interns. Supervising teachers felt that administrators performed less evaluation than did administrators themselves; however, reasons for this disparity are not clear. It also appears that central office personnel in the school systems contributed more to the assessment of beginning teachers than to that of interns. Very few "other" personnel were used.

It appears that one effect of the internship has been to shift the burden of both supervision and assessment from administrators and supervisors to local school personnel--in particular, to teachers.

Concerns of Interns and Beginning Teachers and Assistance Available

Item 26 was designed to identify the major concerns experienced by interns and beginning teachers and to what extent assistance regarding these concerns had been made available. Eight major areas of concern, which had been derived from the literature on problems of beginning teachers, were presented. Responses ranged from "None," represented by "0" on the scale, to "Very Great," represented by "5." A similar response format was provided

Table 8.14

Estimates by Principals of Beginning Teachers of the
Extent to Which Support Services for Beginning
Teachers Were Used

Sources of Support	Principals of Beginning Teachers (n = 255)		
	Mean	SD	Can't Tell
1. Other teachers in the school	2.76	1.42	11
2. Administrators in the school	4.24	0.85	2
3. Central office personnel in the school system	1.65	1.25	13
4. Alberta Education Regional Office personnel	1.20	0.60	32
5. Alberta Education central office personnel	1.05	0.25	48
6. Other	1.59	1.30	194

Table 8.15

Perceptions of Principals and Supervising Teachers of the Extent of Use of
Personnel in Assessing Interns and Beginning Teachers

Source of Assessment	Principals of Interns (n = 370)			Principals of Beginning Teachers (n = 255)			Supervising Teachers (n = 359)		
	Mean	SD	No Response	Mean	SD	No Response	Mean	SD	No Response
1. One teacher only*	3.65	1.55	125	1.96	1.37	139	3.32	1.49	69
2. Several teachers	3.78	1.28	30	1.85	1.23	132	2.96	1.52	60
3. Administrator from the school	4.09	1.08	6	4.49	0.81	1	3.63	1.33	16
4. Central office staff member from the school system	2.34	1.42	94	3.17	1.39	38	2.15	1.33	124
5. Alberta Education Regional Office staff member	1.31	0.70	158	1.28	0.75	141	1.35	0.83	187

*In the case of supervising teachers, this item meant "another teacher."

to ascertain the extent of assistance that was available to the neophyte groups. Results of the analysis of responses are presented in Table 8.16.

Concerns about areas of school operation were at a generally uniform level. Both groups were least concerned about "understanding the philosophy of the school" and most concerned about the "availability of feedback on specific aspects of teaching."

In terms of obtaining assistance, interns had more help in "learning school routines" and "availability of experienced teachers for consultation," but the inter-group differences were small (less than 0.50). The groups differed substantially on only one item, "having the opportunity to observe other teachers." However, this item was not a major concern of beginning teachers. What this probably suggests is that the needs of the two groups were seen as being somewhat different and that support was provided accordingly. In general terms, however, there appeared to be little difference in the way the two groups perceived the amount of help available.

To investigate a related issue, the respondents were asked to indicate the aspects of teaching that caused concerns for them as beginning professionals. Nine items were rated on a 5-point scale on which "0" indicated that they desired "No" help and "5" indicated that they desired a "Very Great" amount of help. Respondents were also asked to record the extent to which help was provided. The analysis of the responses by interns and beginning teachers is presented in Table 8.17.

As can be seen from Table 8.17, interns and beginning teachers did not differ markedly in the areas of help desired. Interns desired most help in "identifying effective teaching behaviors"; beginning teachers also desired help in this area, but this was secondary to the need for "orientation to the school at the beginning of the year." Both groups desired least help in "becoming involved with the teachers' professional organization."

The extent of help provided to interns appears to have met their needs. In all cases, the means of the items for help provided were higher than the means of the items for help desired. The same cannot be said for beginning teachers. It would appear that beginning teachers could use more assistance in "managing time effectively" and in "feeling comfortable in dealing with parents." The extent of help provided for both groups appears to have been lowest in the areas of "managing time effectively" and "becoming involved with the teachers' professional organization." In summary, it appears that the extent of help provided to interns was seen as being slightly more satisfactory than that provided to beginning teachers.

Table 8.16

Concerns of Interns and Beginning Teachers and Perceived Extent of Assistance Available

Area of Concern	Extent of Concern				Extent of Assistance Available			
	Interns (n = 337)		Beginning Teachers (n = 239)		Interns (n = 337)		Beginning Teachers (n = 239)	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
1. Understanding the philosophy of the school	2.67	1.38	2.64	1.36	3.82	1.18	3.72	1.30
2. Learning school routines	3.33	1.42	3.37	1.27	4.16	0.99	3.92	1.12
3. Availability of experienced teacher(s) to discuss problems related to teaching	3.17	1.52	3.53	1.33	4.34	1.10	4.14	1.15
4. Having the opportunity to observe other teachers	3.13	1.45	2.87	1.33	3.88	1.31	2.61	1.71
5. Understanding the expectations of the school regarding the role and functions of a beginning teacher or intern	3.48	1.34	3.34	1.33	3.56	1.26	3.27	1.36
6. Availability of <u>informal</u> evaluation by the principal or other supervisory personnel	3.38	1.40	3.36	1.27	3.69	1.36	3.57	1.32
7. Availability of <u>formal</u> evaluation by the principal or other supervisory personnel	3.47	1.39	3.52	1.33	3.62	1.37	3.85	1.24
8. Availability of feedback on specific aspects of teaching	3.57	1.40	3.67	1.19	3.80	1.26	3.49	1.35

Table 8.17

Areas of Help Desired by Interns and Beginning Teachers and Perceived Extent
to Which Help Was Provided

Area in Which Help Was Desired	Area Help Desired				Extent of Help Provided			
	Interns (n = 337)		Beginning Teachers (n = 239)		Interns (n = 337)		Beginning Teachers (n = 239)	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
1. Orientation to the school at the beginning of the year	3.46	1.26	3.72	1.26	3.87	1.21	3.69	1.27
2. Coping with demands of supervisors	2.85	1.42	2.83	1.34	3.36	1.48	3.06	1.33
3. Coping with apprehension related to adequacy of your teaching	3.35	1.36	3.51	1.26	3.57	1.36	3.32	1.33
4. Managing time effectively	2.95	1.43	3.05	1.43	3.06	1.60	2.77	1.40
5. Feeling comfortable interacting with staff	2.60	1.62	2.26	1.49	3.68	1.54	3.27	1.70
6. Feeling comfortable in dealing with parents	3.24	1.38	3.41	1.23	3.60	1.46	3.16	1.53
7. Becoming involved with the teachers' professional organization	2.39	1.32	2.19	1.33	2.94	1.54	2.55	1.61
8. Being given opportunities to participate in inservice programs	3.38	1.46	3.06	1.36	4.09	1.26	3.50	1.49
9. Identifying effective teaching behaviors through observation and discussion with teachers and supervisors	3.59	1.34	3.51	1.17	3.93	1.25	3.33	1.39

Satisfaction with Program Features

Item 28 asked interns and beginning teachers to rate their levels of satisfaction with 17 aspects of their first year in schools, using a scale from "1" ("Very Dissatisfied") to "5" ("Very Satisfied"). Results are presented in Table 8.18.

Interns were usually more satisfied than were beginning teachers--especially with supervisory assistance provided, with orientation to courses taught, with opportunities for observation and with variety of teaching experiences. Salary represented the only exception to this general pattern.

Table 8.19 presents the analysis of attitudes of supervising teachers about a variety of management features and program efforts. Responses ranged from "1" ("Strongly Disagree") to "5" ("Strongly Agree").

Favorable responses were obtained on most items. Of special interest are features 9 and 12. In the case of the former, supervising teachers did not feel that the program adds substantially to their workloads. On the other hand, in the case of item 12, supervising teachers seemed to feel a need for more training. This conclusion, too, was borne out in other questionnaire responses.

Principals were asked to respond to a similar set of items with respect to their experiences with beginning teachers; their responses are presented in Table 8.20. The results for Items 1-5 and 7-9 in Table 8.20 may be compared with those presented for Items 1-8 in Table 8.19. A comparison of means on common questions indicates no substantial differences between perceptions of the two groups of supervisors. The lowest rating in this latter set was assigned to item 6: "The beginning teacher in my school would have benefited greatly from an internship." The mean response for this item was 3.17. Both the standard deviation of 1.33, and the fact that 47 subjects did not respond, indicate some level of disagreement--and, perhaps, uncertainty--in this regard.

Orientation Activities

Principals of beginning teachers were asked to indicate whether or not formal orientation programs were organized for their beginning teachers prior to or during the first month of employment and, if so, to provide brief descriptions of those programs. Seventy of the respondents (about 30%) said that no programs of this kind were provided. Of those who said that there were, most indicated that orientation was handled through inservice activities organized by their school jurisdictions' central offices.

Table 8.18

Interns' and Beginning Teachers' Ratings of Satisfaction with Program Features

Program Feature	Interns (n = 337)			Beginning Teachers (n = 239)		
	Mean	SD	No Response	Mean	SD	No Response
1. Assignment to this particular school	4.50	0.85	14	4.32	0.97	2
2. Supervisory assistance provided by administrators	3.99	1.15	4	3.86	1.09	1
3. Supervisory assistance provided by teacher(s)	4.21	1.00	5	3.69	1.00	4
4. Orientation to the community	3.75	0.95	6	3.48	1.11	3
5. Orientation to the school	4.11	0.95	1	3.90	1.02	2
6. Orientation to the classroom	4.23	0.89	3	3.84	0.97	2
7. Orientation to courses taught	3.95	0.96	3	3.39	1.07	3
8. Opportunities for observation	3.94	1.12	4	2.90	1.19	1
9. Variety of teaching opportunities	4.46	0.88	3	3.94	0.99	5
10. Professional development opportunities	4.33	0.93	3	3.85	1.09	1
11. Evaluation of your progress by others	3.80	1.17	3	3.73	1.11	1
12. Your relationship with teachers	4.61	0.67	4	4.45	0.80	2
13. Your relationship with support staff	4.56	0.71	3	4.40	0.80	1
14. Non-teaching tasks assigned	4.12	1.02	6	3.98	0.93	2
15. Salary	2.24	1.09	3	3.81	0.97	1
16. Extracurricular tasks assigned	4.06	0.93	6	3.94	0.99	5
17. Overall growth in your teaching performance	4.50	0.70	1	4.39	0.75	3

Table 8.19

Extent of Agreement of Supervising Teachers with Program
Features
(n = 359)

Program Feature	Mean	SD	Can't Tell
1. The intern's placement was appropriate to his/her teaching specialization	4.17	1.07	10
2. The intern was well prepared for teaching at time of employment	3.98	1.16	8
3. There was adequate supervision of the intern during the first year	4.31	0.96	7
4. There was adequate <u>formal</u> assessment of the intern	3.91	1.14	33
5. There was adequate <u>informal</u> assessment of the intern	4.35	0.87	11
6. The intern interacted effectively with parents	4.17	0.91	45
7. The intern interacted effectively with other members of staff	4.46	0.85	--
8. There was adequate opportunity for inservice training of the intern	3.96	1.20	28
9. The internship program added substantially to my workload	2.45	1.30	3
10. My own teaching skills were improved as a result of participating in the internship program	3.31	1.19	17
11. I felt adequately prepared to act as a supervising teacher	3.75	1.25	10
12. I was provided with adequate training for acting as a supervising teacher	2.59	1.40	16
13. My supervision skills (e.g., conferencing, evaluating, communicating) were enhanced as a result of participating in the internship program	3.45	1.14	15

Table 8.20

Principals' Perceptions of the First Year of
Teaching for Beginning Teachers

Aspect of First-Year Teaching	Mean	SD	Can't Tell
1. The beginning teacher's placement was appropriate to his/her teaching specifications	4.37	0.85	--
2. The beginning teacher was well prepared for teaching at the time of employment	3.92	0.94	1
3. There was adequate supervision of the beginning teacher during the first year	3.89	0.86	1
4. There was adequate <u>formal</u> assessment of the beginning teacher during the first year	4.07	0.91	1
5. There was adequate <u>informal</u> assessment of the beginning teacher during the first year	4.09	0.89	3
6. The beginning teacher in my school would have benefited from an internship	3.17	1.33	47
7. The beginning teacher interacted effectively with parents	3.99	0.91	5
8. The beginning teacher interacted effectively with other staff	4.27	0.88	--
9. There was adequate opportunity for inservice training of the beginning teacher	3.37	1.15	3

Second in terms of frequency was provision within the schools. Third--but with a much lower frequency (19 respondents)--was arrangement of professional development days prior to commencement of teaching for the year. Some respondents also noted that their beginning teachers had received more than one form of formal orientation.

Principals of interns were further asked whether or not formal orientation programs were organized for their interns prior to or during the first month of employment and, if so, to give brief accounts of these activities. About 25%, that is, 97 respondents, said that no such programs were provided. Of the 280 who reported activities, 134 said that the central offices of their school jurisdictions had directed orientation, 47 said that they had assumed that responsibility, and 10 said only that orientation of interns was handled through inservicing. Sixteen respondents did not respond to this question.

Induction to Teaching

Item 32 was included to determine the extent to which interns' induction to full-time teaching had been graduated over the course of the year. Interns and supervising teachers were asked to indicate how much time interns spent in actual teaching at various points during the year. A summary of their responses is presented in Table 8.21.

It was difficult to determine how much time interns were engaged in teaching. The major problem was one of defining "teaching time." One complication was that the presence of interns in classes made it possible for teachers to split their students into groups. Thus both people might be engaged in "teaching." This difficulty may account for the considerable number of "no responses" in each group and, at times, a substantial disagreement in estimates.

Another definitional problem related to the term "full-time." In high schools, in particular, most teachers regularly instruct for about 80% of the school day. Interviews indicated that many interns also taught from 75-80% of the time but that they were seen, therefore, as not teaching full-time. This matter appears to require resolution through formal program guidelines.

The responses summarized in Table 8.21 indicate that 35-50% of interns were teaching full time at the beginning of the year--again, an issue for possible inclusion in formal guidelines. At the other extreme, a few interns were teaching only 1/4 or 1/2 of the time by the end of the year. In general, however, induction appears to have been graduated. Certainly, most supervisors realized that graduated experiences were an objective of the program.

Table 8.21

Perceptions of Interns and Supervising Teachers of the
Time That Interns Spent in Teaching at Three Stages

Proportion of Total Teaching Time	Time of Year		
	Beginning	Middle	End
Responses by Interns (n = 337)			
1/4	85	8	5
1/2	93	55	8
3/4	89	140	123
Full time	43	124	176
No response	27	10	15
Responses by Supervising Teachers (n = 359)			
1/4	147	23	18
1/2	90	111	37
3/4	51	130	141
Full time	33	73	128
No response	38	22	35

Principals' Evaluation of Program Implementation

Principals with interns in their schools were asked for responses on 20 aspects of internship program implementation. Responses ranged from "1" ("Strongly Disagree") to "5" ("Strongly Agree"), and a "Can't Tell" category was also available. The results of analysis of these items are presented in Table 8.22.

Table 8.22 indicates a generally high level of satisfaction with the operation of the program. Principals felt that the workload of administrators and teachers was not substantially increased as a result of the program. As responses to Item 10 show, principals agreed with supervising teachers that there is a need for more training for supervising teachers. Also of significance is the number of "Can't Tell" responses for Items 5, 6 and 20. Apparently, details of selection criteria and funding were not always transmitted to personnel in schools.

Preparation and Skill Development

Preparedness of Interns

This questionnaire study also elicited information about the level of preparedness of interns and beginning teachers when they began their first assignments in schools. Although this was introduced differently for the various groups of respondents, it was sufficiently comparable across groups to be dealt with collectively. Responses were on a 5-point scale on which "1" represented "Very Poorly Prepared," and "5" represented "Very Well Prepared." Responses are detailed in Table 8.23.

Inspection of Table 8.23 reveals four main findings. First, interns and beginning teachers felt about equally well prepared in all areas. Second, the weakest area of preparation--the only item with a mean of less than 3.00 for interns and beginning teachers--was diagnosis of learner needs. Supervising teachers, however, did not see this as a problem. Third, principals of beginning teachers generally rated these new staff members as being better prepared than the beginning teachers rated themselves. Fourth, supervisors of interns also attributed to interns generally higher levels of preparedness than the interns assigned to themselves.

The data presented in Table 8.23 provide no evidence of differences between the two groups when they began teaching. While the Faculties of Education in this study may need to look at the problems of diagnosing learner needs, there is no clear evidence to suggest any areas of particular

Table 8.22

Principals' Evaluation of Aspects of Implementation of the Internship Program

Aspect	Mean	SD	Can't Tell
1. Program increased the administrators' workload	2.34	1.16	4
2. Program increased the workload of other teachers	2.26	1.14	3
3. The intern's placement was appropriate to his/her teaching specialization	4.31	0.99	4
4. Alberta Education criteria for selecting interns were known to me	3.57	1.43	23
5. Alberta Education selection criteria for interns were appropriate	4.01	0.87	68
6. Alberta Education criteria for selecting interns were adhered to	4.43	0.75	90
7. The intern was well prepared for teaching when he/she entered the program	3.74	1.10	7
8. The intern had a positive impact on student learning	4.19	0.94	11
9. The school was provided with adequate information about the internship program	3.91	1.06	3
10. Training for the supervising teacher(s) was adequate	2.88	1.20	15
11. There was adequate supervision of the intern at school	4.43	0.75	2
12. Policy regarding gradual induction of interns into classroom teaching was established	4.03	1.05	3
13. The policy regarding gradual induction into classroom teaching was appropriate	4.13	0.95	3
14. The policy regarding gradual induction into teaching was adhered to	4.20	0.89	19
15. The intern was given opportunity to interact with parents	4.20	0.85	6
16. The intern was given opportunity to interact with the community	3.91	0.95	15
17. The intern was given sufficient opportunity to work with a variety of teachers	4.53	0.76	4
18. There was adequate formal assessment of the intern's performance throughout the internship	4.27	0.85	2
19. There was adequate informal assessment of the intern's performance throughout the internship	4.50	0.69	4
20. The internship program was adequately funded	3.62	1.34	60

Table 8.23

Initial Teaching Skills of Interns and Beginning Teachers as Perceived by Principals of Beginning Teachers, Beginning Teachers, Supervising Teachers and Interns

Initial Teaching Skills	Supervising Teachers (n = 359)			Interns (n = 337)			Principals of Beginning Teachers (n = 255)			Beginning Teachers (n = 239)		
	Mean	SD	No Response	Mean	SD	No Response	Mean	SD	No Response	Mean	SD	No Response
1. Handling of classroom routines	3.54	1.07	10	3.42	0.91	5	3.60	0.99	2	3.41	1.01	3
2. Control over students	3.26	1.12	8	3.29	0.94	4	3.46	1.06	2	3.25	1.03	2
3. Provision of instructions	3.59	1.02	10	3.71	0.78	2	3.84	0.80	1	3.79	0.82	2
4. Specification of objectives	3.63	1.06	12	3.61	0.85	3	3.70	0.91	2	3.73	1.00	2
5. Selection of content	3.57	1.08	9	3.29	0.99	3	3.74	0.83	1	3.28	1.00	3
6. Organization of material	3.85	1.04	7	3.74	0.87	2	3.97	0.82	1	3.57	0.97	3
7. Development of lesson plans	4.04	0.93	11	4.10	0.84	1	3.98	0.86	1	4.11	0.88	2
8. Development of unit plans	3.76	1.05	26	3.52	1.04	1	3.78	0.95	2	3.59	1.10	2
9. Presentation of information	3.78	0.92	7	3.75	0.76	1	3.89	0.77	2	3.84	0.78	2
10. Explanation of content	3.71	0.94	7	3.64	0.81	2	3.88	0.76	2	3.82	0.79	2
11. Use of questioning techniques	3.47	1.03	11	3.51	0.83	2	3.51	0.84	4	3.61	0.94	2
12. Use of pacing techniques	3.23	1.07	19	3.14	0.87	1	3.37	0.85	8	3.15	0.97	4
13. Summarization of content	3.56	0.95	23	3.41	0.83	2	3.63	0.77	10	3.49	0.83	5
14. Utilization of instructional media	3.86	0.97	16	3.54	0.93	1	3.88	0.81	7	3.47	0.94	3
15. Establishment of rapport with students	3.95	1.06	6	4.10	0.87	1	4.01	0.95	1	3.98	0.99	2
16. Motivation of students	3.70	1.07	8	3.62	0.81	2	3.80	0.93	1	3.65	0.91	2
17. Accommodation of individual differences among students	3.48	1.03	12	3.18	0.97	1	3.39	1.04	2	3.01	1.08	2
18. Encouragement of student participation	3.78	0.95	10	3.74	0.84	1	3.85	0.87	2	3.71	0.85	3
19. Working with other staff	4.14	0.96	10	3.93	0.92	1	4.06	0.93	3	3.74	1.03	2
20. Grouping of students for instruction	3.42	1.06	61	3.10	0.95	2	3.42	0.93	8	3.03	0.93	3
21. Arrangement of classroom learning environment	3.45	1.05	53	3.17	0.98	3	3.74	0.94	4	3.28	0.95	3
22. Diagnosis of learner needs	3.32	1.04	40	2.96	0.96	1	3.21	0.95	6	2.79	1.01	2

Table 8.23 (Continued)

Initial Teaching Skills	Supervising Teachers (n = 359)			Interns (n = 337)			Principals of Beginning Teachers (n = 255)			Beginning Teachers (n = 239)		
	Mean	SD	No Response	Mean	SD	No Response	Mean	SD	No Response	Mean	SD	No Response
23. Preparation of classroom tests	3.54	0.99	43	3.31	0.97	3	3.58	0.81	22	3.35	1.04	2
24. Evaluation of student progress	3.64	1.00	19	3.23	0.94	1	3.63	0.80	1	3.20	0.97	3
25. Reporting on student progress	3.67	1.04	17	3.08	1.01	2	3.69	0.83	1	3.00	1.01	2
26. Overall performance of teaching tasks	3.71	0.99	20	3.47	0.75	4	3.79	0.79	13	3.44	0.74	2

weakness in pre-service preparation programs in Alberta. On the other hand, the abilities to plan lessons and to establish rapport with students appear to be special strengths which novice teachers bring to their initial involvement in school settings.

Skill Development

In an effort to determine whether those who commenced internship benefit more than those who entered teaching directly, supervising teachers, interns, principals of beginning teachers, and beginning teachers were asked to indicate the extent the first year of teaching or internship had facilitated growth in 25 areas and overall tasks of teaching. Items were rated on a 5-point scale with 5 representing "a great deal." Results are presented in Table 8.24.

Table 8.24 indicates that all groups agreed that the first year of teaching--whether in beginning teaching or in internship--was effective in the development of the skills of teaching. Indeed, the data presented here suggest that both experiences are seen as being almost equally effective in this regard.

At the same time, it should be added here that the supervisors of interns frequently felt they could not make judgements about skill development of those in their charge. For example, in items 20, 21 and 22 some 44, 38 and 32 supervising teachers felt that they could not judge whether or not the internship had been helpful in those specific areas. Comments frequently indicated that decisions in these tasks of teaching had not been under the direct control of the interns.

General Evaluation and Suggested Changes

Item 36 was devised to elicit opinions from various groups as to whether or not they felt the internship program should be continued. Responses were on a 5-point scale with the top rating of 5 referring to "strongly agree." Details of responses are presented in Table 8.25.

All groups were positive about continuing the program, with principals of interns being the most positive of all groups of respondents. Less favorable responses were obtained in connection with making internship part of the B.Ed. program. In this case, principals were the most positive, whereas beginning teachers were somewhat negative. Similarly, beginning teachers felt that internship should be voluntary, but most principals felt that it should not be a matter of individual choice.

Table 8.24

Development of Teaching Skills of Interns and Beginning Teachers as Perceived by Principals of Beginning Teachers, Beginning Teachers, Supervising Teachers and Interns

Teaching Skills Developed	Supervising Teachers (n = 359)			Interns (n = 337)			Principals of Beginning Teachers (n = 255)			Beginning Teachers (n = 239)		
	Mean	SD	No Response	Mean	SD	No Response	Mean	SD	No Response	Mean	SD	No Response
1. Handling classroom routines	4.22	0.88	13	4.30	0.90	--	4.17	0.83	5	4.32	0.94	1
2. Control over students	4.13	0.90	12	4.30	0.89	--	4.10	0.89	7	4.27	0.88	1
3. Provision of instructions	4.18	0.81	11	4.20	0.89	--	4.02	0.84	9	4.18	0.90	1
4. Specification of objectives	4.07	0.88	20	3.94	0.93	1	4.00	0.79	8	3.83	0.93	1
5. Selection of content	4.11	0.90	19	4.07	0.90	--	4.04	0.79	8	4.06	0.94	1
6. Organization of material	4.19	0.86	13	4.11	0.97	--	4.09	0.86	7	4.15	0.95	1
7. Development of lesson plans	4.21	0.89	16	3.87	1.17	--	4.04	0.86	6	3.89	1.15	1
8. Development of unit plans	4.11	0.94	21	3.97	1.06	--	4.06	0.88	8	3.85	1.13	1
9. Presentation of information	4.20	0.82	13	4.10	0.97	--	4.04	0.89	8	4.17	0.90	1
10. Explanation of content	4.17	0.79	15	4.04	0.94	1	4.01	0.89	9	4.08	0.92	2
11. Use of questioning techniques	4.09	0.88	17	4.07	0.97	--	3.94	0.85	7	3.96	0.99	2
12. Use of pacing techniques	4.03	0.92	19	4.07	0.94	--	3.95	0.88	10	3.97	0.97	2
13. Summarization of content	4.03	0.89	23	3.86	0.99	--	3.84	0.83	10	3.79	0.92	2
14. Utilization of instructional media	4.10	0.96	17	3.92	1.05	--	3.94	0.95	15	3.72	1.04	2
15. Establishment of rapport with students	4.25	0.90	12	4.23	1.07	--	4.13	0.96	7	4.29	1.01	1
16. Motivation of students	4.14	0.92	16	4.08	0.97	--	4.06	0.91	7	4.01	0.98	1
17. Accommodation of differences among individual students	4.04	0.95	19	4.04	0.96	1	3.90	0.85	10	3.89	0.96	1
18. Encouragement of student participation	4.17	0.88	15	4.05	1.04	--	4.05	0.84	7	4.04	0.92	1
19. Working with other staff	4.28	0.96	17	4.30	1.02	--	4.17	1.01	12	4.16	1.07	1
20. Grouping of students for instruction	3.87	1.03	44	3.89	1.04	--	3.79	0.92	9	3.73	0.94	1
21. Arrangement of classroom learning environment	3.90	1.08	38	3.76	1.14	--	3.92	0.96	9	4.01	1.04	1
22. Diagnosis of learner needs	3.82	0.99	32	3.91	1.00	--	3.79	0.92	7	3.85	0.92	1

Table 8.24 (continued)

Teaching Skills Developed	Supervising Teachers (n = 359)			Interns (n = 337)			Principals of Beginning Teachers (n = 255)			Beginning Teachers (n = 239)		
	Mean	SD	No Response	Mean	SD	No Response	Mean	SD	No Response	Mean	SD	No Response
23. Preparation of classroom tests	4.06	0.90	28	3.93	1.08	--	3.93	0.86	16	4.00	0.96	1
24. Evaluation of student progress	4.19	0.82	16	4.24	0.88	--	4.02	0.85	6	4.20	0.90	1
25. Reporting on student progress	4.18	0.86	17	4.20	0.96	--	4.11	0.87	6	4.23	0.87	1
26. Overall performance of teaching tasks	4.21	0.83	15	4.32	0.85	4	4.05	0.94	17	4.31	0.82	2

Table 8.25

Opinions of Principals, Interns, Supervising Teachers and Beginning Teachers
Regarding Continuation and the Nature of the Internship Program

Item	Principals of Interns (n = 337)			Supervising Teachers (n = 359)			Interns (n = 337)			Beginning Teachers (n = 239)		
	Mean	SD	No	Mean	SD	No	Mean	SD	No	Mean	SD	No
			Response			Response			Response			Response
1. The internship should be continued	4.70	0.70	4	4.45	0.89	6	4.28	0.97	3	3.46	1.29	12
2. The internship should be required, following a B.Ed. or equivalent, for entry to the teaching profession	3.86	1.41	12	3.30	1.51	10	3.33	1.53	6	2.07	1.44	7
3. The internship should be voluntary	2.94	1.66	21	3.12	1.61	19	2.95	1.51	13	4.10	1.35	10

A related, open-ended sub-question set asked respondents to indicate how the internship should be changed. Responses to this question are represented in Table 8.26, which indicates frequencies of mention by each respondent group and the total number of times each response was given. Responses that occurred less frequently than ten times in a category are not reported.

Frequencies presented in Table 8.26 exhibit the major concerns of all groups. The need for guidelines about matters such as roles and expectations of interns, evaluation methods and workloads were concerns for all groups. There was a general feeling that interns are not treated equally with other staff members and that, in many cases, they do the jobs of beginning teachers, without being paid accordingly. Such guidelines were seen as being of special importance if internship is voluntary.

Many saw a need for some kind of credit for completion of the internship year. Such credit could be applied to certification or the salary grid. This was also seen as being affected somewhat by whether or not internship is compulsory. One alternative suggested by some respondents is to make internship part of the B.Ed. requirements, preferably without lengthening the B.Ed. programs. This suggestion was made almost exclusively by respondents associated with elementary education.

Other responses to this question mainly reflect differences in local arrangements. In general terms, only 15 people felt that the program was unnecessary; even then, they often suggested that "some" people might benefit from being required to take it.

Principals of interns, interns and supervising teachers were asked to comment directly upon the optimum length of an internship. Available responses ranged from one-quarter of a year to more than one year. The question also made provision for "other" suggestions. The responses to this item are presented in Table 8.27. The most common opinion was that an internship of one year represents the most appropriate length of experience.

As in other phases of the evaluation study, respondents were invited to provide overall ratings of the value of the internship program. A 10-point scale, ranging from "no value" to "highly valuable," was presented to principals of interns, interns and supervising teachers. Table 8.28 presents the frequencies of each group of responses and the means and standard deviations for each group. The results indicate very favorable attitudes among the groups.

Principals of beginning teachers only were asked to describe the major strengths of their beginning teachers. Many found it appropriate to list more than one strength for

Table 8.26
Proposed Changes in the Internship Program

Suggested Change	Principals of Interns	Supervising Teachers	Interns	Beginning Teachers	Total
1. Better guidelines	19	76	107	31	231
2. Credit for certification, salary, etc.	18	16	105	81	170
3. Better salary for interns, especially if compulsory	33	14	26	30	103
4. Make it part of B.Ed.	21	16	43	23	103
5. OK as is; excellent program	27	14	12	2	54
6. Too long	14	7	14	2	37
7. Should be compulsory	17	8	2	3	30
8. More in-service for supervising teachers and interns	--	24	4	1	29
9. Greater variety of assignments is needed	--	10	5	11	26
10. Less supervision, more independent teaching and responsibility	3	6	9	4	22
11. Elevate intern above student teaching status	15	--	14	2	21
12. Express commitment or preference to employ	2	3	5	9	19
13. Not needed, so eliminate	--	6	4	5	15
14. Work with only one teacher	--	4	5	2	13
15. More time for planning and discussion	--	8	3	--	11
16. Should be voluntary	--	4	4	3	11
17. Stop use of interns as substitute teachers	--	4	--	6	10

Table 8.27

Opinions of Principals, Interns and Supervising Teachers
on Optimum Length of Internship

Proposed Length	Frequency		
	Principals of Interns (n = 370)	Supervising Teachers (n = 359)	Interns (n = 337)
1. Quarter year	5	9	2
2. Half year	28	48	55
3. Full year	323	288	252
4. More than one year	4	3	5
5. No response	9	7	7
6. Other	1	4	16

Table 8.28

Overall Rating of the Alberta Internship as Perceived by
Principals of Interns, Interns and Supervising Teachers

Ratings	Frequency		
	Principals of Interns (n = 370)	Supervising Teachers (n = 359)	Interns (n = 337)
1 (No value)	1	--	2
2	4	6	5
3	1	4	5
4	4	10	11
5 (Moderately valuable)	16	15	12
6	10	10	16
7	34	35	51
8	85	86	55
9	85	42	69
10 (Highly valuable)	118	125	99
No response	12	25	12
Mean	8.47	8.28	8.11
SD	1.66	1.90	1.98

each beginning teacher, with the result that the most common strengths recorded--those with frequencies greater than 10--substantially exceeded the number of beginning teachers being reported on. These strengths and the frequency with which they were reported were as follows: enthusiasm for teaching (n = 85), willingness to work hard (n = 50), willingness to learn (n = 44), organizational skills (n = 33), interpersonal skills (n = 32), dedication to the welfare of children (n = 31), sound knowledge base (n = 27) and generally well trained (n = 13).

Principals of beginning teachers were also invited to contribute comments regarding problems of beginning teachers. Only these two items were mentioned more frequently than 10 times each: weak classroom management skills (n = 26) and difficulty with classroom control (n = 21). Several of the principals stressed that these comments related to beginning teachers generally, not to their own in particular.

Principals of interns, interns and supervising teachers were also asked to indicate what they felt were the weaknesses of the internship program. The results of content analysis on these responses are summarized below, including the frequencies with which items were mentioned. Only items mentioned at least 10 times are reported.

The comments summarized in Table 8.29 again suggest the need for specific guidelines. Credit toward salary or certification was mentioned frequently. Low salary, the need for job guarantees or at least promises of priority for employment, and the problems of status of interns were also frequently mentioned. A total of 70 respondents indicated that there were no problems.

The same groups of respondents were also asked to indicate what they considered to be the strengths of the internship program. The results of the analysis of comments appear in Table 8.30.

Items 42 and 43 asked interns to indicate which aspects of the internship they had found most beneficial and least beneficial. The most beneficial activities are listed below. Frequency of mention is indicated in parentheses.

1. General experience of actual teaching (75)
2. Experience with a variety of groups, grades, subject areas (72)
3. Opportunity to observe experienced teachers (56)
4. Opportunity to receive feedback from experienced teachers (53)
5. Gradual induction, support, etc. (46)
6. Inservice programs--especially "Teacher Effectiveness Training" (39)
7. Opportunity to plan lessons and units (21)

Table 8.29
Perceived Weaknesses of the Internship Program

Weakness	Frequency			
	Principals of Interns	Supervising Teachers	Interns	Total
1. Guidelines: role, evaluation legal status, abuses	24	106	171	301
2. No credit for certification/ salary	12	13	68	93
3. Salary too low	--	38	32	70
4. No guarantee of job, priority	4	30	32	66
5. Status vis-a-vis "regular" beginning teachers	3	14	35	52
6. More training for supervising teachers	6	21	11	38
7. Should not be used to replace teachers	3	10	21	34
8. Lack of continuous experience and full responsibility	--	6	19	25
9. Excessive evaluation and supervision of interns	4	4	11	19
10. Should be voluntary or as needed	4	6	4	14
11. Inappropriate placement	--	9	4	13
12. Too many classes and assignments	--	10	3	13
13. Should not be allowed to take jobs during internship	--	12	--	12

Table 8.30
Perceived Strengths of the Internship Program

Strength	Frequency			
	Principals of Interns	Supervising Teachers	Interns	Total
1. Practical experience: opportunity to teach beyond practicum	26	54	98	178
2. Transition into teaching and support while learning	24	85	62	171
3. Opportunity to work with and observe experienced, expert teachers	22	61	57	140
4. Can learn the ropes--expectations and roles	20	36	26	82
5. Improves skills and techniques and resolves teaching problems	14	12	30	54
6. Provides a range of experience--many grades and subject areas--and caters for grade level preferences	15	18	27	50
7. Increases confidence	10	18	21	49
8. Helps schools through extra teaching resources	16	27	3	46
9. Allows development of personal styles and strategies	10	12	18	40
10. Improves job prospects	2	20	16	38
11. Aids in career decision making	8	18	9	35
12. Fresh ideas motivate staff	11	19	--	30
13. Feedback permits self-evaluation	10	--	13	23
14. Opportunity to collect and develop materials	4	6	13	23
15. Can learn routines and classroom management strategies	8	2	11	21
16. Gets educators started and involved	6	--	14	20
17. Evaluation weeds out the weak	6	13	--	19
18. It's a job--preferable to no employment	--	--	14	14
19. Can learn to know and understand students	2	5	4	11

- | | |
|--|------|
| 8. Opportunity to build up materials and resources | (18) |
| 9. Opportunity to evaluate and report pupil progress | (13) |
| 10. Opportunity to learn about children | (12) |
| 11. Improvement of job prospects | (8) |
| 12. Provided immediate employment | (5) |

Least beneficial aspects of the program, according to interns, were:

- | | |
|--|------|
| 1. The experience did not count toward salary or certification | (45) |
| 2. The salary was too low | (40) |
| 3. Being referred to and treated as "student teachers" | (30) |
| 4. Being asked to change teaching assignments too frequently | (21) |
| 5. Excessive supervision and insufficient responsibility | (19) |
| 6. Unclear guidelines | (15) |
| 7. Lack of opportunity to take full responsibility for classes | (14) |
| 8. No job guarantee | (14) |
| 9. Used as aides and substitute teachers | (7) |
| 10. Inappropriate assignments | (6) |
| 11. Insufficient time to observe, at the beginning of internship | (5) |
| 12. Inappropriate inservice programs | (3) |

It should be noted also that 48 respondents identified no aspects of the program that were not beneficial. With reference to other comments, it was obvious that clearer guidelines could be expected to resolve most of the problems cited, except for those related to credit for the year of experience, salary, and job guarantees.

To shed light on the training needs of teachers, supervising teachers were asked to indicate what they saw as weaknesses of their interns. Only about 40% of the supervising teachers responded to this question, and 77 of these reported that they observed no weaknesses. A list of weaknesses reported by 10 or more respondents appears in Table 8.31.

Supervising teachers' perceptions of the strengths of interns were also sought, and these are presented in Table 8.32. Again, only strengths acknowledged by 10 or more respondents are reported.

In general, the interns were viewed very positively by all overseeing groups. Clearly, a high priority is placed on enthusiasm and willingness to learn. One comment that was frequently made was that there may be a positive bias in favor of the total program because the interns were of high

Table 8.31

Weaknesses of Interns as Perceived by Supervising Teachers

Weakness of Interns	Frequency of Mention
1. Classroom management (control and discipline)	57
2. Inadequate teaching skills	35
3. Lack of knowledge of subject matter and/or curricula	26
4. Inability to organize time effectively	19
5. Inability to establish rapport with students	16
6. Lack of experience and confidence	16
7. Too dependent	15
8. Lack of enthusiasm	14

Table 8.32

Strengths of Interns as Perceived by Supervising Teachers

Strength of Interns	Frequency of Mention
1. Enthusiasm, willingness to work hard	139
2. Good rapport with students	86
3. Good planning, preparation, organization	68
4. Good knowledge of subject	20
5. Ability to select appropriate activities and prepare original materials	16
6. Flexible, adaptable	15

calibre. Some felt it was also possible that the interns worked hard because they saw it as a way to acquire jobs. This, in turn, sometimes led to abuse because interns felt they could not say "no" to unreasonable demands.

In item 46, beginning teachers were asked to state what they saw as the major problem confronting beginning teachers. Many listed more than one problem each. The following problems were reported by 10 or more beginning teachers: shock arising out of the transition from theory to practice (n = 34); time management (n = 28); classroom discipline (n = 27); poor evaluation and reporting (n = 24); lack of planning skills (n = 23); lack of knowledge about classroom management (n = 21); insufficient knowledge of school routines (n = 19); lack of jobs (n = 16); uncertainty about sources of curriculum materials (n = 15); shortage of curriculum knowledge (n = 15); and lack of feedback about performance (n = 14). The beginning teachers who reported these problems came from all three universities in the study. Indeed, based upon the problems reported and an examination in institutions from which the respondents graduated, it seemed that no university or region prepares teachers better or worse than any other.

Beginning teachers were also asked whether or not internship should be compulsory and reasons for those opinions. Twenty-six did not respond to this question; of the remaining respondents, 172 disapproved of compulsory internship and 41 approved. These reasons for disapproving were reported more frequently than 10 times: unnecessary adjunct to practicum (n = 39); educators need total control of their own classrooms (n = 33); and internship attracts inadequate salary and no credit toward certification (n = 16). The only well-supported reason for commending compulsory internship was that it is good experience (n = 15). Qualified support was offered on two further grounds: retain the internship but reserve it for those who cannot obtain regular jobs (n = 33); and pursue internship only if university preparation is changed to three years of course work plus a one-year internship (n = 14).

Beginning teachers were also invited to record additional comments about their first-year teaching experience. Only two comments were made frequently enough to warrant mention here: "I chose the right profession" (n = 49), and "It was very tough at first but I am enjoying it now" (n = 13). The greatest strength most people perceived in the program related to the opportunity to practice under the guidance of experienced teachers. It seems that the objective of gradual transition was being met.

Item 48 asked principals of interns and supervising teachers to indicate whether or not they would have been prepared to participate in the program had they known as

much about the program as they know now. They were also asked to provide reasons for those opinions. This item was intended to elicit comments beyond the strengths and weaknesses mentioned in previous responses. As Table 8.33 shows, many additional perceptions were obtained.

The final item (Item 49) asked respondents in this aspects of the study for general comments that they might wish to make. While many issues had already been dealt with, further ideas were also introduced. All responses were analyzed, and a summary is presented in Table 8.34.

Of the 620 who responded to this item, all but 13 were strongly supportive of the program. While many indicated that the experience was an important one for interns, another common response was that schools in general had benefited; interns had brought enthusiasm, energy, new ideas and positive input. This frequently resulted in renewal and interest in self-evaluation among supervising teachers. At a minimum, the program provided for improved staff utilization because it provided "extra bodies" in many classrooms.

Of the few (13) respondents who were negative about the program, 7 indicated that they felt that not all new graduates needed such an experience. Time imposition on administrators--who, unlike classroom teachers, do not usually get extra time off for supervision--was mentioned six times. Two felt that the program was too complex and that there were too many rules.

Taken together, these comments support other findings in this study: the program was seen as being generally beneficial. Better guidelines may resolve problems of expectations, inequity and abuse, and credit for experience needs to be examined, especially if the internship is to be compulsory. Attitudes appeared to be affected significantly by the problem of job prospects, and the salary was considered to be too low if the work assignment is equal to that of a beginning teachers who has not undergone internship. However, most respondents felt that, if these issues were to be dealt with at the government level, other difficulties could be resolved at the school and jurisdiction levels. Finally, the program was particularly popular among principals and supervising teachers. Indeed, many expressed interest in having more interns in the future.

Summary

A number of summary statements about the Initiation to Teaching Project may be identified from the foregoing discussion of questionnaire responses by the principals of

Table 8.33

Reasons Cited by Principals of Interns and Supervising Teachers for Retrospectively Approving Their Decisions to Participate in the Internship Program

Reason	Principals of Interns	Supervising Teachers	Total
1. A valuable experience for interns--in particular, improves skills and shows them what teaching really involves	111	57	168
2. Has a positive effect on all--motivates students, especially	105	55	160
3. Provides new input, ideas and motivation	26	100	126
4. Helps in group work and utilizes specialist skills (e.g., PE, Music)	48	39	87
5. A good program, believe in it and enjoy helping	24	36	60
6. Interns bring energy and enthusiasm	17	20	37
7. Good transition, with guided experience	14	18	32
8. Provides professional responsibility	9	22	31
9. Causes teachers to evaluate their own performance	8	20	28
10. Mutual benefits with reasonable work trade-off	4	23	27
11. Provides employment and improves intern's chances of employment	14	6	20

Table 8.34
General Comments about the Internship Program

Comment	Frequency of Mention			
	Principals of Interns	Supervising Teachers	Interns	Total
1. Good program	19	38	86	133
2. Need guidelines about expectations and evaluation	12	25	28	65
3. Should grant credit for experience gained	--	20	25	45
4. Need better care for future interns (e.g., job opportunities)	5	10	22	37
5. Had an excellent intern	10	20	--	30
6. Low salary	--	12	16	28
7. Staff were very helpful	--	--	22	22
8. Prepares better teachers	5	11	--	16
9. Inappropriate assignment leads to abuse	--	--	12	12
10. Schools need more input into selection	4	8	--	12
11. Provides an extra person, improving staff utilization	4	7	--	11
12. Too many classes, areas and levels	--	--	9	9
13. I enjoyed it	3	6	--	9
14. Staff attitude about status is a problem	--	--	8	8
15. More variety in assignment needed	--	--	5	5
16. Duration is too long	--	--	4	4

interns, supervising teachers, interns, principals of beginning teachers and beginning teachers in this study. These remarks are grouped under two general headings of "general" and "policy issues."

General

1. There was general support among all respondents groups for continuation of the internship program. However, when beginning teachers were asked whether internship should be compulsory, many disagreed.

2. The majority of interns benefited from the Professional Development Grant, either through professional development activities organized by their school jurisdictions or through support to attend activities outside their jurisdictions.

3. There was a strong positive relationship between grade level preferences of interns and beginning teachers and the grade levels to which they were assigned.

4. Interns and beginning teachers were perceived to be equally well prepared at the outset of their appointments, and the first year in the classroom appeared to be equally effective for both groups in developing their teaching skills.

5. Supervising teachers of interns, given the released time provided by the intern, did not feel burdened by substantial increases in their workloads.

6. Very few schools with interns obtained special funding from their jurisdictions to purchase materials on behalf of their interns.

7. Alberta Education personnel were not substantially involved in supervising either interns or beginning teachers.

8. Primary responsibility for supervising beginning teachers continues to rest with school administrators, but responsibility for evaluating interns resides more with supervising teachers.

9. Most interns accepted their appointments because they could not obtain regular teaching positions. They expected that working as interns would lead to permanent positions.

10. In some instances, interns were treated as if they were student teachers by staff. There appears to be some confusion regarding the role of the intern.

Policy Issues

1. In general, supervising teachers were not given specific training for their role. Indeed, many supervising teachers expressed a desire for formal training in supervisory techniques.

2. Induction of interns into teaching tended to be graduated, but there was considerable variation in the rapidity with which teaching responsibility was increased and in the degrees of teaching responsibility initially assigned. A definition of "full-time teaching" in the guidelines appears to be needed. In many instances, full-time teaching at the secondary level is 80% of the school day, while at the elementary level it is generally 100% of the school day.

3. Strong dissatisfaction was expressed--particularly among the interns--with the level of remuneration for the work done by interns. There may need to be a clearer description in the Provincial Guidelines concerning the extent and nature of interns' workload.

4. Interns and other groups of respondents disapproved of the present policy of not providing credit toward permanent certification for internship experience.

5. There were substantial variations in the frequency and forms of evaluation of interns. Specific guidelines may need to be established in connection with evaluation procedures and responsible parties.

APPENDIX A

"MASTER QUESTIONNAIRE" COMPRISING ALL ITEMS FROM
INDIVIDUAL QUESTIONNAIRE INSTRUMENTS

ITEM

P_I P_B S I B*

I. DEMOGRAPHIC AND DESCRIPTIVE DATA/SAMPLE CHARACTERISTICS

1. How many Interns were appointed in the school prior to Nov 1/85? X X
2. Date of initial appointment of Intern(s). X
3. Contract termination date of Intern if prior to June 30/86. X
4. Reason(s) for early termination. X
5. Please circle the appropriate number identifying the type of jurisdiction within which your school operates.
- County 1 School Division. 5
 Public School District. . 2 Regional School District . . 6
 Protestant Separate S. D. 3 Roman Catholic Public S D . 7
 Roman Catholic S. D. . . 4 Consolidated School District 8
6. What is your school's location?
- Urban 1
 Rural 2
7. What grade levels are served by your school. (Circle number). X X X X X
- K-6 . . . 1 K- 9 . . . 4 10-12 . . . 7
 1-6 . . . 2 7-12 . . . 5 K-12 . . . 8
 7-9 . . . 3 9-12 . . . 6 1-12 . . . 9
- Other (Please specify) _____
8. How many certificated teachers are on staff at your school? _____ X X X X X
9. How many Beginning Teachers were appointed to the school during the 1985/86 academic year? X
10. Sex of Beginning Teacher/Intern. X X

*P_I = Principals of interns; P_B = Principals of beginning teachers; S = Supervising teachers;
 I = Interns; B = Beginning teachers

ITEM	P _I	P _B	S	I	B
I. (CONTINUED--Demographic and Descriptive Data/Sample Characteristics)					
11. In which institution did you complete your certification requirements?				X	X
U of Alberta 1					
U of Alberta, Faculte Saint-Jean. 2					
U of Calgary 3					
U of Lethbridge 4					
Other (Please specify) _____					
12. In what year did you receive your Interim Professional Certificate?				X	X
1985 1					
1982 4					
1984 2					
1981 or earlier. 5					
1983 3					
13. Which grade level(s) do you feel <u>most</u> comfortable teaching?				X	X
K-6 1					
Junior High 2					
Senior High 3					
14. At which grade level has most of your teaching taken place this school year?				X	X
K-6 1					
Junior High 2					
Senior High 3					
15. What was your age on September 1/85? _____				X	X
16. Sex: Male 1 Female 2				X	X
17. Sex of Supervising Teacher: Male 1 Female 2				X	

ITEM

P_I P_B S I B

I. (CONTINUED--Demographic and Descriptive Data/Sample Characteristics)

19. Please rate the following in terms of importance in your decision NOT to take part in the Internship Program.

1 = Not Important
2 = Very Important
0 = No Opinion

X

	Not Important			Very Important			No Opinion
1. I felt that the Practicum provided sufficient experience for teaching.	1	2	3	4	5		0
2. I was confident in my ability to manage a full-time teaching position.	1	2	3	4	5		0
3. I was offered a teaching appointment that was suitable to me.	1	2	3	4	5		0
4. The salary for the Internship was inadequate for my needs.	1	2	3	4	5		0
5. I did not receive adequate information about the Internship Program.	1	2	3	4	5		0
6. I did not receive information about the Internship Program soon enough.	1	2	3	4	5		0
7. Other (please specify).	1	2	3	4	5		0

ITEM P_I P_B S I B

II. FUNDING

20. Has, or will, your Internship Program benefit from the special Professional Development Grant available for Interns through the Initiation to Teaching Project? X

Yes 1
No 2

If "Yes", please explain briefly. _____

21. Have you received additional funding to purchase instructional resource materials/supplies for your Intern? X

Yes 1
No 2

22. If your answer to Question 21 was "Yes", how much additional money did you receive? X

Amount \$ _____

How utilized (specify) _____

ITEM P_I P_B S I B

III. SUPPORT SERVICES AND SUPERVISION

23. Please indicate below the extent to which each of the listed support services was utilized by Internship supervisor(s) in your school. X

1 = Very Little
5 = A Great Deal
0 = Can't Tell

	Extent of Utilization				
	Very Little	1	2	A Great Deal	Can't Tell
1. Teachers other than the supervising teacher.	1	2	3	4	5
2. Administrators in your school.	1	2	3	4	5
3. Central Office Personnel in your school system.	1	2	3	4	5
4. Alberta Education Regional Office Personnel.	1	2	3	4	5
5. Alberta Education Central Office Personnel.	1	2	3	4	5
6. Other (please specify)	1	2	3	4	5

III. (CONTINUED--Support Services and Supervision)

24. Please indicate below the extent to which each of the following was utilized in providing supervision for the Beginning Teacher/Intern in your school.

1 = Very Little
5 = A Great Deal
0 = Can't Tell

	Extent of Utilization					Can't Tell	
	Very Little	1	2	3	4		A Great Deal
1. Other teachers in your school.		1	2	3	4	5	0
2. Administrators in your school.		1	2	3	4	5	0
3. Central Office Personnel in your school system.		1	2	3	4	5	0
4. Alberta Education Regional Office Personnel.		1	2	3	4	5	0
5. Alberta Education Central Office Personnel.		1	2	3	4	5	0
6. Other (please specify)		1	2	3	4	5	0

III. (CONTINUED--Support Services and Supervision)

26. In Column I, please indicate the degree to which you experienced concern in the areas listed below, and in Column II to what extent assistance was available.

	Column I Extent of Concern					Column II Extent of Assistance Available						
	Very Little	Very Little	None Great	Very Little	None Great	Very Little	Very Little	None Great	Very Little	None Great		
1 = Very Little 5 = Very Great 0 = None												
1. Understanding the philosophy of the school	1	2	3	4	5	0	1	2	3	4	5	0
2. Learning school routines	1	2	3	4	5	0	1	2	3	4	5	0
3. Availability of experienced teacher or teachers to discuss problems related to teaching	1	2	3	4	5	0	1	2	3	4	5	0
4. Having the opportunity to observe other teachers	1	2	3	4	5	0	1	2	3	4	5	0
5. Understanding the expectations of the school regarding the role and functions of a beginning teacher or intern	1	2	3	4	5	0	1	2	3	4	5	0
6. Availability of informal evaluation by Principal or other supervisory personnel	1	2	3	4	5	0	1	2	3	4	5	0

ITEM

P_I P_B S I B

III. (CONTINUED--Support Services and Supervision)

26. (Continued)

7. Availability of formal evaluation by Principal or other supervisory personnel
- | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 | 0 |
|--|---|---|---|---|---|---|---|---|---|---|---|---|
8. Availability of feedback on specific aspects (strategies, techniques, etc.) of teaching
- | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 | 0 |
|--|---|---|---|---|---|---|---|---|---|---|---|---|
9. Other (please specify)
- | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 | 0 |
|--|---|---|---|---|---|---|---|---|---|---|---|---|

X X

27. In column I please indicate the extent to which you desired help in each area and in column II the extent to which help was provided.

1 = Very Little
5 = Very Great
0 = None

Column I	Column II
Help	Help
Desired	Provided

Very Little	Very Little	Very None

1. Orientation to the school at the beginning of the year
- | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 | 0 |
|---|---|---|---|---|---|---|---|---|---|---|---|

2. Coping with the demands of supervisors
- | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 | 0 |
|---|---|---|---|---|---|---|---|---|---|---|---|

3. Coping with apprehension related to the adequacy of your teaching
- | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 | 0 |
|---|---|---|---|---|---|---|---|---|---|---|---|

X X

ITEM

P_I P_B S I B

III. (CONTINUED--Support Services and Supervision)

28. Please indicate your degree of satisfaction with each of the following.

Very
Dissatisfied Satisfied

1. Assignment to this particular school	1	2	3	4	5				
2. Supervisory assistance provided by administrators	1	2	3	4	5				
3. Supervisory assistance provided by teacher(s)	1	2	3	4	5				
4. Orientation to the community	1	2	3	4	5				
5. Orientation to the school	1	2	3	4	5				
6. Orientation to the classroom	1	2	3	4	5				
7. Orientation to courses taught	1	2	3	4	5				
8. Opportunities for observation	1	2	3	4	5				
9. Variety of teaching opportunities	1	2	3	4	5				
10. Professional development opportunities	1	2	3	4	5				
11. Evaluation of your progress by others	1	2	3	4	5				
12. Your relationship with teachers	1	2	3	4	5				
13. Your relationship with support staff	1	2	3	4	5				

X

X

III. (CONTINUED--Support Services and Supervision)

28. (Continued)

14. Non-teaching tasks assigned to you	1	2	3	4	5
15. Salary	1	2	3	4	5
16. Extracurricular tasks assigned	1	2	3	4	5
17. Overall growth in your teaching performance	1	2	3	4	5

Please comment on any of the items above that caused you the most dissatisfaction. _____

X

29. Please indicate your level of agreement with each of the following statements.

Strongly Disagree	Strongly Agree	Can't Tell
-------------------	----------------	------------

1. The Intern's placement was appropriate to his/her teaching specialization.	1	2	3	4	5	0
2. The Intern was well prepared for teaching at the time of employment.	1	2	3	4	5	0
3. There was adequate supervision of the Intern during the first year.	1	2	3	4	5	0
4. There was adequate <u>formal</u> assessment of the Intern.	1	2	3	4	5	0

ITEM	P _I	P _B	S	I	B
III. (CONTINUED--Support Services and Supervision)					
29. (Continued)					X
5. There was adequate <u>informal</u> assessment of the Intern.	1	2	3	4	5
6. The Intern interacted effectively with parents.	1	2	3	4	5
7. The Intern interacted effectively with other members of staff.	1	2	3	4	5
8. There was adequate opportunity for in-service training of the Intern.	1	2	3	4	5
9. The Internship Program added substantially to my workload.	1	2	3	4	5
10. My own teaching skills were improved as a result of participating in the Internship Program.	1	2	3	4	5
11. I felt adequately prepared to act as a Supervising Teacher.	1	2	3	4	5
12. I was provided with adequate training for acting as a Supervising Teacher.	1	2	3	4	5
13. My supervision skills (eg. conferencing, evaluating communicating) were enhanced as a result of participating in the Internship Program.	1	2	3	4	5

ITEM P_I P_B S I B

III. (CONTINUED--Support Services and Supervision)

30. Please indicate your level of agreement with each of the following as they apply to the Beginning Teacher in your school. X

	Strongly Disagree	Strongly Agree	Can't Tell
1. The Beginning Teacher's placement was appropriate to his/her teaching specialization.	1 2 3 4 5	0	
2. The Beginning Teacher was well prepared for teaching at the time of employment.	1 2 3 4 5	0	
3. There was adequate supervision of the Beginning Teacher during the first year.	1 2 3 4 5	0	
4. There was adequate <u>formal</u> assessment of the Beginning Teacher during the first year.	1 2 3 4 5	0	
5. There was adequate <u>informal</u> assessment of the Beginning Teacher during the first year.	1 2 3 4 5	0	
6. The Beginning Teacher in my school would have benefitted from an Internship.	1 2 3 4 5	0	
7. The Beginning Teacher interacted effectively with parents.	1 2 3 4 5	0	
8. The Beginning Teacher interacted effectively with other staff.	1 2 3 4 5	0	

ITEM

P_I P_B S I B

III. (CONTINUED--Support Services and Supervision)

30. (Continued)

9. There was adequate opportunity 1 2 3 4 5 0

for in-service training of the
Beginning Teacher.31. Was there a formal Orientation Program for your Intern/Beginning
Teacher prior to or during his/her first month at your school.

X X X

Yes ___ 1 No ___ 2

Please describe briefly what the Orientation consisted of. _____

32. Please indicate below approximately how much time you spent in
actual classroom teaching at various points during the year as
indicated below:Time of YearAmount of Time

1/4 1/2 3/4 full-time

Beginning of year (Sept-Oct)

Middle of year (Jan-Feb)

End of Year (Apr-June)

X X

P_I P_B S I B

ITEM

IV. ADMINISTRATION AND IMPLEMENTATION OF INTERNSHIP

33. Please indicate your level of agreement with each of the following statements

X

Strongly Disagree Strongly Agree Can't Tell

1. The Internship Program substantially increased the workload of the school's administrators.

1 2 3 4 5 0

2. The Internship Program substantially increased the workload of other teachers in the school.

1 2 3 4 5 0

3. The Intern's placement was appropriate to his/her teaching specialization.

1 2 3 4 5 0

4. Alberta Education criteria for selecting Interns were known to me.

1 2 3 4 5 0

5. Alberta Education selection criteria for Interns were appropriate.

1 2 3 4 5 0

6. Alberta Education criteria for selecting Interns were adhered to.

1 2 3 4 5 0

7. The Intern was well prepared for teaching when he/she entered the Program.

1 2 3 4 5 0

ITEM	P _I P _B S I B									
IV. (CONTINUED--Administration and Implementation of Internship)										
33. (Continued)										
									X	
8. The presence of the Intern had a positive impact on student learning.	1	2	3	4	5	0				
9. The school was provided with adequate information regarding the Internship Program.	1	2	3	4	5	0				
10. Training for the Supervising Teacher(s) was adequate.	1	2	3	4	5	0				
11. There was adequate supervision of the Intern in my school.	1	2	3	4	5	0				
12. Policy regarding gradual induction of Interns into classroom teaching was established.	1	2	3	4	5	0				
13. The policy regarding gradual induction into classroom teaching was appropriate.	1	2	3	4	5	0				
14. The policy regarding gradual induction into classroom teaching was adhered to.	1	2	3	4	5	0				
15. The Intern was given sufficient opportunity to interact with parents.	1	2	3	4	5	0				
16. The Intern was given sufficient opportunity to interact with the community.	1	2	3	4	5	0				

ITEM

P_I P_B S I B

IV. (CONTINUED--Administration and Implementation of Internship)

33. (Continued)

X

17. The Intern was given sufficient opportunity to work with a variety of teachers. 1 2 3 4 5 0
18. There was adequate formal assessment of the Intern's performance throughout the Internship. 1 2 3 4 5 0
19. There was adequate informal assessment of the Intern's performance throughout the Internship. 1 2 3 4 5 0
20. The Internship Program was adequately funded. 1 2 3 4 5 0

V. PREPARATION AND SKILL DEVELOPMENT

34. Please indicate how well prepared you feel your Intern/Beginning Teacher was to perform the following skills when he/she began teaching.

X X X X X X

Very	Very
Poorly	Well
Prepared	Prepared
	Can't Tell

1. Handle classroom routines 1 2 3 4 5 0
2. Control students 1 2 3 4 5 0
3. Give instructions 1 2 3 4 5 0
4. Specify objectives 1 2 3 4 5 0

ITEM

P_I P_B S I B

V. (CONTINUED--Preparation and Skill Development)

34. (Continued)

5. Select content	1	2	3	4	5	0						
6. Organize material	1	2	3	4	5	0						
7. Develop lesson plan	1	2	3	4	5	0						
8. Develop unit plan	1	2	3	4	5	0						
9. Present information	1	2	3	4	5	0						
10. Explain content	1	2	3	4	5	0						
11. Use questioning techniques	1	2	3	4	5	0						
12. Use pacing techniques	1	2	3	4	5	0						
13. Summarize content	1	2	3	4	5	0						
14. Utilize instructional media	1	2	3	4	5	0						
15. Establish rapport with students	1	2	3	4	5	0						
16. Motivate students	1	2	3	4	5	0						
17. Accommodate individual student differences	1	2	3	4	5	0						
18. Encourage student participation	1	2	3	4	5	0						
19. Work with other staff	1	2	3	4	5	0						
20. Group students for instruction	1	2	3	4	5	0						

ITEM	P _I	P _B	S	I	B
V. (CONTINUED--Preparation and Skill Development)					
34. (Continued)					
21. Arrange classroom learning environment					
	1	2	3	4	5
					0
22. Diagnose learner needs					
	1	2	3	4	5
					0
23. Prepare classroom tests					
	1	2	3	4	5
					0
24. Evaluate student progress					
	1	2	3	4	5
					0
25. Report student progress					
	1	2	3	4	5
					0
26. Perform tasks of teaching (overall)					
	1	2	3	4	5
					0
35. With reference to your Beginning Teacher/Intern, please indicate the extent to which you feel the first year of teaching/internship facilitated the development of the skill listed below.					
	Very Little	A Great Deal	Can't Tell		
1. Handle classroom routines	1	2	3	4	5
					0
2. Control students	1	2	3	4	5
					0
3. Give instructions	1	2	3	4	5
					0
4. Specify objectives	1	2	3	4	5
					0
5. Select content	1	2	3	4	5
					0
6. Organize material	1	2	3	4	5
					0
7. Develop lesson plan	1	2	3	4	5
					0

X

X

X

X

X

X

X

X

X

X

X

X

X

X

X

X

X

X

X

X

ITEM

P_I P_B S I B

VI. (CONTINUED--General Evaluation of Internship/Recommendations)

37. The optimal length of the Internship should be:

X X X X

quarter year . . . 1	more than one year . . . 4
half year 2	other (specify) 5
full year 3	

VII. IMPACT (EVALUATION OF OUTCOMES)

38. On the ten-point scale below, rate the overall value of the Alberta Internship as a means of facilitating the transition from student to professional teacher.

X X X X

Don't know	No Value	Moderately Valuable				Highly Valuable				
0	1	2	3	4	5	6	7	8	9	10

39. What do you see as the major strength of your Beginning Teacher?

X

40. What do you see as the major weakness the the Internship?

X X

41. What do you see as the major strength of the Internship?

X X

42. What aspects of the Internship did you find most beneficial?

X

43. What aspects of the Internship did you find least beneficial?

X

44. What do you see as the major weakness of your Intern?

X

45. What do you see as the major strength of your Intern?

X

46. What do you see as the major problem for Beginning Teachers?

X

ITEM	P _I	P _B	S	I	B
VII. (CONTINUED--Impact (Evaluation of Outcomes))					
47. Would you recommend that all teacher be required to take an Internship Program before entering full-time teaching? Yes/No. Why/Why not.					X
VIII. OVERALL EVALUATION/PROPOSALS, ETC.					
48. Are you prepared to participate in the Internship Program again? Why/Why not.	X		X		
49. Comment on any other aspects of the Internship Program.	X		X	X	X

CHAPTER 9

SURVEYS AND INTERVIEWS OF EDUCATION FACULTY STAFF AND SENIOR STUDENTS

TABLE OF CONTENTS

	Page
Introduction	379
Results	380
Familiarity with the Project	380
Agreement with Stated Objectives	380
Positive Aspects of the Internship	386
Negative Aspects of the Internship	389
Overall Value of the Internship	391
Additional Comments on the Present Internship	393
Immediate Changes for 1986-87	395
University Coursework Revisions in Response to Internship	397
Desirability of Compulsory Internship	397
Program Changes Required for Compulsory Internship	399
University Coursework Changes Required for Compulsory Internship	401
Practicum Changes Required for Compulsory Internship	403
Financial Responsibility for Compulsory Internship	405
Administering a Compulsory Internship Program	406
Supervision of Interns	406
Attributes of Effective Supervision	408
Alternative Models of Teacher Preparation	408
Significant Student Subgroup Differences on Selected Variables	411
Appendix A. Questionnaires	413
Appendix B. Distribution of Questionnaire Respondents	421
Appendix C. Interview Schedule	425

LIST OF TABLES

Table		Page
9.1	Frequency and Percentage Frequency Distributions of Perceived Familiarity with the Program	381
9.2	Frequency and Percentage Frequency Distributions of Extent of Agreement with Stated Objectives	382
9.3	Frequency and Percentage Frequency Distributions of Levels of Agreement and Disagreement with Stated Objectives . . .	384
9.4	Frequency and Percentage Frequency Distributions of Perceptions of Positive Features of the Alberta Internship	387
9.5	Frequency and Percentage Frequency Distributions of Perceptions of Negative Features of the Alberta Internship	390
9.6	Frequency and Percentage Frequency Distributions of Ratings of the Value of the Internship	392
9.7	Frequency and Percentage Frequency Distributions of Additional Comments	394
9.8	Frequency and Percentage Frequency Distributions of Suggestions by Faculty Members for Improving the Next Year of the Program	396
9.9	Frequency and Percentage Frequency Distributions of Perceptions of Faculty Members of Course Changes Already Made	398
9.10	Frequency and Percentage Frequency Distributions of Attitudes about Compulsory Internship	398
9.11	Frequency and Percentage Frequency Distributions of Suggested Changes in the Internship Program if It Were Made Compulsory	400
9.12	Frequency and Percentage Frequency Distributions of Perceptions about University Coursework Changes Needed if Internship Were Compulsory	402

Table		Page
9.13	Frequency and Percentage Frequency Distributions of Perceptions about Changes Needed in the Practicum if Internship Were Compulsory	404
9.14	Frequency and Percentage Frequency Distributions of Faculty Members' Perceptions of the Most Appropriate Supervisors for Interns	407
9.15	Frequency and Percentage Frequency Distributions of Faculty Members' Perceptions of the Characteristics of an Effective Supervisory Program for Interns	409
9.16	Frequency and Percentage Frequency Distributions of Internship Models for Teachers Preferred by Faculty Members	410

SURVEYS AND INTERVIEWS OF EDUCATION FACULTY STAFF AND SENIOR STUDENTS

Introduction

During the month of March 1986, questionnaires were distributed to senior students and faculty members of the Faculté Saint-Jean and the Faculties of Education at three universities in Alberta.

The questionnaires (Appendix A) were prepared with the assistance of all members of the Initiation to Teaching (Internship) Project evaluation. The questions resulted from a study of the Request for Proposals, a review of related literature and suggestions arising from a number of discussions and interviews with educators and experts on teacher preparation. The questionnaires were pilot tested with groups of students and staff members at one of the universities.

The senior education students returned 713 completed questionnaires and the staff members returned 106 completed questionnaires. A description of the distribution of respondents is provided in Appendix B.

The questions requiring open-ended responses were categorized by two analysts, with frequent comparisons to check on reliability. Many respondents provided multiple responses to questions. Hence, the percentages do not add to 100.

In addition, interviews were conducted during the months of March and April, 1986 with selected members of the four education faculties concerned. The purpose of these interviews was to explore further the attitudes of faculty members with respect to various features of the Alberta Internship Project to determine the degree of support for its continuance beyond the initial two years, and to obtain suggestions for its improvement if it were to be continued beyond 1987.

Interviews were conducted with the following:

1. The Dean or representative of the Dean of each Faculty of Education;
2. Several Associate or Assistant Deans in each Faculty;
3. Department Chairmen, Heads or "Directors";
4. Department members closely associated with the student teaching practicum;
5. Department members closely associated with the Alberta internship program; and
6. Selected senior students.

Interviews ranged in length from 45 minutes to an hour and a half. Four interviews were conducted at the University of Lethbridge, 18 at the University of Alberta, and 5 at the University of Calgary, for a total of 27 interviews.

Information advanced at a University of Calgary staff meeting on the Internship Project and at three university-held seminars on this topic was also taken into account in preparing this report.

For most interviews, a structured interview format was followed. The interview schedule used is provided in Appendix C.

Results

The remainder of this report deals with the findings from questionnaires and associated interviews conducted in this stage of the evaluation study. The discussion is presented in accordance with the questionnaire items upon which the investigation was based.

Familiarity with the Project

Respondents were asked initially to express opinion about their general awareness of the project: "To what degree are you familiar with the Alberta Initiation to Teaching (Internship) Project?" Questionnaire responses were classified on a five-point scale ranging from 1, "Not familiar," to 5, "Fully familiar." These responses are detailed in Table 9.1.

In total, about 23% of both groups were at best only slightly familiar with the project. On the other hand, 31% of the professors and 26% of the senior students saw themselves as very familiar or fully familiar with the ITP. Overall, the staff members were slightly more familiar with the Alberta Initiation to Teaching Project than were the students.

Agreement with Stated Objectives

In response to the questionnaire item, "To what extent do you agree with each of the established objectives of the Alberta internship?" respondents provided perceptions that are summarized in Table 9.2. Their responses were recorded on a five-point scale from 1, "Strongly disagree," to 5, "Strongly agree."

Table 9.1

Frequency and Percentage Frequency Distributions of
Perceived Familiarity with the Program

Degree of Familiarity	Senior Students (n = 713)		Faculty Members (n = 106)	
	f	%	f	%
Not familiar	14	2	3	3
Slightly familiar	149	21	20	19
Moderately familiar	357	50	49	47
Very familiar	161	23	19	18
Fully familiar	27	4	14	13
No response	5	1	1	1
Mean scores	3.05		3.20	

Table 9.2

Frequency and Percentage Frequency Distributions of
Extent of Agreement with Stated Objectives

Stated Objective	Senior Students (n = 713)		Faculty Members (n = 106)	
	Mean	SD	Mean	SD
1. Refinement of teaching skills	3.87	0.89	4.40	0.70
2. Development of professional relationships	3.68	0.94	4.09	0.79
3. Assessment of the intern's suitability for placement	3.13	0.99	3.74	1.06
4. Assessment of the effectiveness of the internship to improve teacher competency	3.48	1.03	3.88	0.96
5. Further development of professional skills of supervising teachers	3.23	1.02	3.74	1.00

All the mean scores were above 3 (Neutral), indicating general agreement with the objectives of the ITP. The highest ranking objective was "refinement of teaching skills," and the lowest was "assessment of the intern's suitability for placement." "Development of professional relationships" was ranked second highest by both groups. Senior students rated every objective lower than did the faculty members.

The extent to which members of both groups agreed or disagreed with each of the stated objectives is illustrated more clearly when the percentages who indicated agreement and disagreement are compared, as shown in Table 9.3. In particular, 23% of the students and 18% of the faculty members disagreed with the objective "assessment of the intern's suitability for placement."

Interview responses added support and new understanding to these questionnaire findings. In general, the stated purposes of the ITP were strongly supported by all who were interviewed, although the degree of support varied somewhat between groups. This difference is illustrated in the comments which follow.

"Refinement of teaching skills" received very strong support by everyone interviewed. However, some qualifying comments were made:

Whether a supervising teacher is in a position to assist in refining skills is yet to be determined.

If this purpose is not included in internship it is just practice.

It is a requirement of the program to provide dedicated supervising teachers.

Depends on the quality of feedback received.

Has to be tied to a professional development program.

Selection device of master teachers is inadequate.

The stated purpose of "development of professional relationships" also received support but with slightly greater reservation. Students were especially worried about the danger of being restricted to interaction with one supervising teacher, particularly where the match of personalities may be less than satisfactory:

Good opportunity for developing professional relationships.

Not so sure about this one.

Table 9.3

Frequency and Percentage Frequency Distributions of Levels of Agreement and Disagreement with Stated Objectives

Stated Objective	Senior Students (n = 713)				Faculty Members (n = 106)			
	Agree		Disagree		Agree		Disagree	
	f	%	f	%	f	%	f	%
1. Refinement of teaching skills	547	77	62	9	98	92	2	2
2. Development of professional relationships	477	67	79	11	82	77	2	2
3. Assessment of the intern's suitability for placement	271	38	163	23	71	67	12	11
4. Assessment of the effectiveness of the internship to improve teacher competency	423	59	130	19	75	72	10	9
5. Further development of professional skills of supervising teachers	314	44	161	23	67	63	13	12

Socialization can be positive or negative.

Has to occur with the help of the ATA but I have some doubts.

Yes, but it needs to be tied to the larger program of the ATA.

This is very important because the interns have to learn how to be a teacher--professional relationships in the system and profession are complex.

They [interns] should be involved in all of the staff meetings, committees, etc. with opportunities the same as full-fledged teachers.

Mentor relationship could help if some freedom of choice exists.

The negative effects come into place when the master teacher imposes on the intern his or her methods, approaches and interactions which may not be appropriate for this intern at all.

"Assessment of the intern's suitability for placement," even though supported by most of the individuals interviewed, received less support than the other objectives. Students expressed concern about more evaluation, and faculty members also questioned the need for this element in the internship. Comments were expressed as follows:

Definitely.

Need to identify the criteria--there should be some standard criteria attached to the program.

Important that the interns have an opportunity to make judgements about whether they are suited for a particular situation.

I am somewhat concerned about this one.

Screening device will be used whether or not we want it.

Finally, students were less convinced about the "further development of the professional skills of supervising teachers" objective than were faculty members. In general, it was well supported by many of the faculty members:

Yes, I believe there should be further development of professional skills of supervising teachers.

I wouldn't see that as central to the purpose.

I don't think it happens simply because a supervising teacher has an intern.

This is the one that we want to promote most. As teachers work with the new teachers they grow-- life-long education.

Needs to be addressed--it may be an issue rather than a purpose.

Only on a chance basis.

This is very important--inservice is needed-- universities could be involved--under internship this could expand.

At this point, it is also appropriate to consider faculty members' and senior students' perceptions of "the main reason for the introduction of the Alberta internship." During interviews, respondents were questioned specifically on this matter.

The most frequent reason offered for this new initiative was that the ITP was a manpower move to provide more positions for unemployed teachers. With an anticipated 800 to 900 new graduates moving into internships each year, this program was seen as creating opportunities to obtain teaching positions in Alberta for many job-seeking teachers. Although job creation was seen as the major reason for the ITP, other reasons were also advanced. Some interviewees suggested that the Minister of Education saw this as a wise political move. One individual speculated that the ITP might be the first move toward replacing part of the Provincial teacher education programs with internship. A number of the interviewees, however, considered that the idea of an internship had been discussed during the past six years, that the Minister had for a long time promoted internship for teachers, and that he had seized the opportunity to implement this idea when funds became available for the two-year experiment. As an Associate Dean of Education at one university mentioned, "The main reason was a political one by the Minister of Education, but the rationale wasn't political."

Positive Aspects of the Internship

Open-ended responses to the questionnaire item "What do you see as the most positive features of the Alberta Internship?" are summarized in Table 9.4.

Owing to the burden on respondents to propose positive features for themselves, there is little more than 25%

Table 9.4

Frequency and Percentage Frequency Distributions of
Perceptions of Positive Features of the
Alberta Internship

Positive Feature	Senior Students (n = 713)		Faculty Members (n = 106)	
	f	%	f	%
1. Providing real teaching experiences	215	30	12	11
2. Facilitating acquisition of a position	214	30	20	19
3. Providing opportunity to develop methods and skills	131	18	21	20
4. Providing a gradual transition to teaching	72	10	26	25
5. Providing helpful supervision and support	71	10	19	18
6. Providing experiences without full responsibility	66	9	13	12
7. Testing the adequacy of intern and system	7	1	11	10
8. Establishing teaching as a profession	3	--*	1	1
9. Changing the role of the university	--	--	3	3
10. Promoting professional growth of supervising teachers	--	--	3	3
No response	85	12	12	11

*Percentage is less than 0.5%.

support within either group for any particular feature. Nevertheless, certain aspects of the program stand out. In particular, senior students valued the internship providing real experiences of teaching and for facilitating acquisition of positions. In addition, it provided helpful supervision and support and a gradual transition to teaching as well as creating opportunities to develop teaching methods and skills and to learn about the system and profession without full responsibility. Faculty members tended to agree with the positive features identified by the students, although not in the same order of priority. In addition, they viewed the internship as an opportunity to test the adequacy of the intern and the system.

A number of positive features of the ITP were also proposed during the interviews. These are summarized below in abbreviated form and in order of frequency of mention.

Provides for a gradual induction into teaching--a sensible way to enter the teaching profession.

Encourages growth of teaching skills.

Leads to professional development--helps in establishing professional relationships.

Provides needed experiences in a real situation.

Provides professional help for beginning professionals.

Allows interns to see teaching as a way of life.

Allows interns to practice without carrying a full teaching load or full responsibility.

Provides for much-needed feedback to interns on their performance.

Provides for enrichment by enabling interns to work in a variety of situations.

Encourages renewal among supervising teachers and administrators.

May lead to a life-long education for teachers.

May lead to resulting benefits for children.

Provides for better assessment of the interns than that currently available to beginning teachers.

Provides for better selection from the perspectives of both the individual and the school.

Helps in job creation.

Allows schools to learn and test new ideas.

Responds well to a prime deficiency in teaching.

Negative Aspects of the Internship

Respondents also had many comments to make about features of the program that they saw as undesirable. Table 9.5 records questionnaire responses in this regard.

Questionnaire responses reflected several differences between senior students and faculty members on the perceived negative features of the Alberta internship program. The major negative features identified by students were that the internship year does not count toward certification, that the salary is inadequate and that interns may be used inappropriately. Smaller percentages of students added that the duties, role and guidelines for the internship are not clear, that supervision and evaluation of interns may be unfair, and that the program has yet to overcome problems of unfair hiring practices, a lack of full responsibility, an inadequate period of teacher preparation, and a lack of job openings after internship.

Faculty members, on the other hand, cited the following main negative features: interns may be used incorrectly, salary is inadequate and there is a lack of training for supervisors and principals. Fewer faculty respondents alluded also to unclear duties, roles and guidelines for interns, unfair hiring practices and unfair supervision and evaluation. However, they did not regard the certification issue as a major negative features of the Alberta internship.

Interview responses in this connection are also informative. Once again, the responses collected during interviews are presented in summary form and are listed according to frequency of mention:

Lack of clarity of goals, requirements and program--too much diversity between and within programs.

No standardization.

Low salary for interns and no recognition of the internship as teaching experience for either future salary purposes or certification.

Interns are treated as second-class teachers, providing cheap labor, and acting as "gophers."

Interns face a problem of not being able to obtain teaching positions after completion of the internship.

Table 9.5

Frequency and Percentage Frequency Distributions of
Perceptions of Negative Features of the
Alberta Internship

Negative Feature	Senior Students (n = 713)		Faculty Members (n = 106)	
	f	%	f	%
1. Does not count toward certification	292	41	3	3
2. Salary is inadequate	249	35	22	21
3. Interns may be used incorrectly	167	23	33	31
4. Duties, roles, guidelines of intern unclear	75	11	14	13
5. Supervision and evaluation may be unfair	52	7	9	9
6. Unfair hiring practices	39	6	10	9
7. Intern does not have full control and responsibility	38	5	2	2
8. Too long a period of teacher preparation	30	4	1	1
9. No job after internship	23	3	7	7
10. Lack of training of supervisors and principals	1	--*	20	19
11. Lack of planning	--	--	6	6
12. Lack of integration with universities	--	--	4	4
13. Cost	--	--	3	3
14. Reduced university role in teacher education	--	--	2	2
15. Interns unable to confer with peer interns	--	--	1	1
No response	68	10	12	11

*Percentage is less than 0.5%.

Lack of preparation for the supervisors.

Favoritism among teachers.

Administrative problems in implementing the internship.

Danger of merely socializing interns into old patterns of teaching.

The possibility that interns would be hired for teaching positions during the year.

The voluntary nature of ITP.

Substitute teachers may suffer.

Having both beginning teachers and interns in the same school.

No advance preparation of the interns for the teaching experience.

Lack of involvement with the universities.

Overall Value of the Internship

A ten-point scale was used to obtain questionnaire ratings of the overall value of the internship for facilitating the transition from student to professional teacher. Respondents tended to react positively about the program, although faculty members rated the Alberta internship substantially higher than did the senior education students (Table 9.6).

At interview, as well, selected respondents were invited to rate the overall value of the professional development aspects and administrative and policy aspects of the current program. With regard to the former, eight respondents rated the value of the professional development aspects with a mean score of 6.9 and a range from 4 to 9. On the matter of administration and policy, scores ranged from 3 to 7, with a mean score of 4.9. Clearly the value of the professional development aspects of the ITP were rated substantially higher than the administrative and policy aspects.

At the same time, eight interviewees stated that they were unable to judge the value of the ITP, and a further five provided only a single rating of its overall value; the range of these scores was from 4 to 10, with a mean score of 7.6.

Table 9.6

Frequency and Percentage Frequency Distributions of Ratings
of the Value of the Internship

Rating		Senior Students (n = 713)		Faculty Members (n = 106)	
		f	%	f	%
1	No value	36	5	1	1
2		39	6	--	--
3		69	10	4	4
4		60	8	5	5
5	Moderately valuable	82	12	5	5
6		94	13	15	14
7		91	13	15	14
8		110	15	25	24
9		40	6	12	11
10	Highly valuable	23	3	8	8
0	Don't know	69	10	16	15
Means		5.66		7.12	

Additional Comments on the Present Internship

Both in questionnaire responses and at interviews, faculty members and senior students commented further upon a range of aspects of the current internship arrangement. Questionnaire responses are shown in Table 9.7.

In spite of the variety of attitudes expressed, only one third of the respondents provided additional comments. More frequently, senior students mentioned that the intern should be paid and recognized as a teacher, that the internship should be continued, that it should be terminated or kept voluntary, that more information about the program be made available, and that it does help in creating jobs. Faculty members mentioned a need for more integrated, well-planned programs, problems with the speed, manner and purpose of its implementation, and a need for more monitoring and control.

The following comments were made during interviews:

Involve the universities in related research.

Work out an arrangement whereby graduates can start repaying their loans a year after graduation if they intern.

The internship should not be part of the four-year B.Ed. program, but should be added on as a fifth year.

The meaning of the internship should be explored more fully.

Try to establish what things teachers do and what interns need to develop to be teachers.

The main hope of the program is to facilitate the transition to a permanent full-time teacher. Presently, most people who drop out of teaching do so because of a bad first year.

I have a real concern related to what might happen after the current ITP project is finished.

The public must be more informed, because our interns are probably among the best prepared beginning teachers we have had.

The Department and the ATA need to monitor the situation carefully.

Finally, a number of additional questions were raised at the University of Calgary internship staff meeting:

1. What was the genesis of the program?

Table 9.7

Frequency and Percentage Frequency Distributions of
Additional Comments

Comment	Senior Students (n = 713)		Faculty Members (n = 106)	
	f	%	f	%
1. Intern paid and recognized as a teacher	51	7	1	1
2. Continue internship	42	6	3	3
3. Terminate or keep internship voluntary	37	5	--	--
4. More information on program, role, guidelines	36	5	--	--
5. More control and supervision of teachers	32	5	3	3
6. Helps in creating jobs	19	3	1	1
7. Gradual introduction to teaching	8	1	1	1
8. Avoid increasing length of teacher preparation	7	1	--	--
9. Revamp teacher education program	4	1	--	--
10. Need integrated, well-planned programs	--	--	10	9
11. Problems with speed, manner and purpose	--	--	8	8
12. Needs monitoring by someone outside school	--	--	5	5
13. Integrate internship with university courses	--	--	3	3
14. Lack of funds for adequate evaluation of interns	--	--	3	3
15. Guarantee at least one year	--	--	2	2
16. Needs follow-up studies	--	--	3	3
17. Added costs in interning away from home	--	--	1	1
18. Lack of evidence that internship is useful	--	--	1	1
No response	488	68	71	67

2. Will university preparation programs disappear as is happening in some U.S. states?
3. Is there federal money in this project?
4. Why are there three separate mandated evaluations?
5. What assurances exist that interns are not replacing regular teachers?
6. Will there be regular teaching positions for this year's interns in the Fall of 1986?

Most of these questions and answers seem to assume that internship in teaching is desirable.

Immediate Changes for 1986-87

Questionnaires to faculty members only invited them to comment specifically upon revisions that may improve the program for the second year: "What suggestions would you make for the immediate improvement of the internship for 1986-87?" Their responses are recorded in Table 9.8.

Although only half offered comment, suggestions by faculty members for the succeeding year's program indicate a need for more information, more control and supervision of supervisors, special training for supervisors, and a proper code for recognition of interns in schools.

Responses to an equivalent interview question showed the provision of more specific guidelines to be the dominant suggestion for immediate improvement. This concern pervades the suggestions listed below:

Clearly stated purposes are required.

The functions of the intern should be stated more fully--they should be less varied.

The role of the supervising teachers and principal should be conveyed more clearly.

Interns should not be used as cheap labor.

Interns should receive higher compensation.

Interns should work with several teachers.

Teachers should have a role in the selection of an intern.

Two interns should be placed in one school.

Criteria for evaluation need to be developed.

Feedback should be provided to all parties.

Table 9.8

Frequency and Percentage Frequency Distributions of
 Suggestions by Faculty Members for Improving
 the Next Year of the Program

Suggestion	Faculty Members (n = 106)	
	f	%
1. Make more information available on program, role of intern, guidelines	19	18
2. More control and supervision of teachers and principals is required	13	12
3. Special training (classes) for supervisors and administrators needed	10	9
4. Interns should be recognized properly and employed properly	5	5
5. Make internship part of B.Ed. requirement	4	4
6. Continue internship as gradual introduction to teaching	4	4
7. Study feedback of interns	2	2
8. Revamp total education program	1	1
9. Should be terminated or be voluntary only	1	1
10. Faculties should take internship seriously	1	1
11. Placements should be made by Department or ATA	1	1
No response	55	52

Inservice should be provided for supervising teachers.

Administrative matters of hiring, supervising, placement, etc. need improvement--consistency is essential.

There should be incentive funding and special support for interns in remote locations.

University Coursework Revisions in Response to Internship

Faculty members were also asked this question: "What changes, if any, have you already made in courses that you teach as a consequence of the Alberta Internship Program?" As the data in Table 9.9 show, the internship has not resulted in any real changes in university courses to date.

Desirability of Compulsory Internship

The faculty members and senior students in this section of the study were asked whether internship should be compulsory for all prospective teachers upon completion of university teacher preparation. Their responses, recorded on a five-point scale from 1 "Strongly disagree" to 5 "Strongly agree," are exhibited in summary form in Table 9.10.

About 60% of the students and 16% of the faculty members expressed opposition to compulsory internship. Against this, less than 25% of the senior faculty members expressed opposition to compulsory internship. Against this, less than 25% of the senior students to 56% of the faculty members favored this approach.

Of the 56 faculty members who responded to the question on length of such a compulsory internship, 86% favored a one-year internship and 13% favored a six-month arrangement.

Interviews brought generally consistent responses about the appropriateness of a compulsory, one-year internship. Senior students tended to favor full-time teaching appointment following completion of university programs. However, they were open to the internship as a positive move in teacher education, provided that it counts toward permanent certification. A few students claimed that indebtedness and family responsibilities necessitate the full teaching salary immediately following graduation.

The faculty members who were interviewed supported the requirement of a full year of internship for all teachers. From 21 faculty members, 14 agreed with the notion of mandatory, one-year internship; 8 were undecided.

Table 9.9

Frequency and Percentage Frequency Distributions of
Perceptions of Faculty Members of Course
Changes Already Made

Change in Courses	Faculty Members (n = 106)	
	f	%
1. No changes	55	52
2. Comments only	8	8
3. Added a session	3	3
No response	40	38

Table 9.10

Frequency and Percentage Frequency Distributions of
Attitudes about Compulsory Internship

Attitude	Senior Students (n = 713)		Faculty Members (n = 106)	
	f	%	f	%
1. Strongly disagree	249	35	17	16
2. Disagree	172	24	10	9
3. Neutral	106	15	19	18
4. Agree	138	19	33	31
5. Strongly agree	37	5	25	24
No response	11	2	2	2
Mean scores	2.35		3.38	

Program Changes Required for Compulsory Internship

Faculty members and senior students at the three universities responded enthusiastically to the following request: "What changes would you recommend in the existing internship program if it were made compulsory after completion of the university teacher preparation program?" Fifteen possible revisions were proposed; they are displayed in Table 9.11.

Senior students perceived that the following changes are priorities: internship should count toward certification, salary should be increased and specific Provincial Guidelines should be established and information widely distributed. Other changes suggested include coordination of internship with university programs so that teacher preparation programs are not protracted.

Faculty members proposed the following changes: only trained and highly competent supervisors should be engaged, specific guidelines on internships should be developed and information widely disseminated, and the teacher preparation programs should not be lengthened.

By way of contrast, only five faculty members suggested that internship should count toward certification, compared with 235 students who expressed this view. In addition, only seven of the faculty members, compared with 148 students, stated that pay for interns should be increased.

Interviews with selected respondents provided further important data. During interviews, individuals were asked a more limited question involving identification of changes additional to those recommended for immediate implementation regardless of the compulsory or optional nature of the program. Even so, many comments were advanced.

Establishment of clear, formalized Provincial Guidelines was the central feature of the suggestions provided during interviews. A need for clear statements on goals, roles, activities, requirements, administration and evaluation was voiced. In addition, the following comments were recorded:

Make an adjustment in salary.

Examine the role of the universities.

Lay out the program systematically--philosophy, purposes, administration and evaluation.

Require that the intern participate as a teacher in school functions.

Table 9.11

Frequency and Percentage Frequency Distributions of Suggested Changes in the Internship Program if It Were Made Compulsory

Change	Senior Students (n = 713)		Faculty Members (n = 106)	
	f	%	f	%
1. Internship should count toward certification	235	32	5	5
2. Pay should be increased	148	21	7	7
3. Specific guidelines and information needed	102	14	22	21
4. Teacher preparation programs should not be lengthened	72	10	16	15
5. Intern should have same responsibility as teachers	48	7	3	3
6. Only trained, highly competent supervisors	48	7	22	21
7. Practicum should be removed	16	2	1	1
8. Jobs should be assured following internship	16	2	1	1
9. Evaluation of intern should not be based only on supervisor's evaluation	13	2	--	--
10. Intern with same teacher for the year	1	--*	1	1
11. Need structured, monitored school programs	--	--	7	7
12. Need careful placement of intern with grade, subject and supervisor	--	--	6	6
13. Make compulsory for schools to accept interns	--	--	1	1
14. Intern placed in at least two schools	--	--	1	1
15. Defer student loans	--	--	1	1
No response	194	27	41	39

*Percentage is less than 0.5%.

Inform all participants--make them aware of details.

Rationalize the internship professionally.

Make special efforts to select and prepare supervising teachers.

Change the main focus of the practicum.

University Coursework Changes Required for Compulsory Internship

The questionnaire item, "What changes in courses do you feel would be necessary in your university's teacher preparation program if the internship were a requirement for all beginning teachers?" led to a limited range of suggestions. These are reported in Table 9.12.

The senior students suggested fewer courses, more practical experiences, no changes, more courses on methods and skills, more subject matter courses, and a course on the role of the intern. Faculty members predominantly opted for no changes, followed by more subject matter courses, a course on the role of the intern, and fewer courses. Equally important is the low response to this question; this highlights an urgent need for study if the internship were to become permanent.

No significant changes in teacher preparation program courses were contemplated by those who were interviewed. Students expressed a need for a course on the role of the intern, and they expressed concerns about increasing the length of the program and reducing the number of required courses. Interviewees in general also indicated that the feedback from the two-year experience should be studied carefully in order to determine which courses might not be required and which new courses would be appropriate. The following comments are provided to illustrate faculty ideas on required course changes as a consequence of mandatory internship:

None, but the interns need some study of the roles and responsibilities of interns.

Review curriculum of all field-related courses.

More on learning, development and assessment.

Some students see tremendous redundancy in courses.

Not sure, no changes needed.

Develop philosophy that professional growth is continuous--teaching how to relate to colleagues, how

Table 9.12

Frequency and Percentage Frequency Distributions of
Perceptions about University Coursework Changes
Needed if Internship Were Compulsory

Change in Courses	Senior Students (n = 713)		Faculty Members (n = 106)	
	f	%	f	%
1. Fewer courses	95	13	6	6
2. More practical experiences	73	10	1	1
3. No changes	70	10	27	26
4. More courses on methods and skills	56	8	7	7
5. More subject matter courses	42	6	8	8
6. A course on the role of the intern	41	6	8	8
7. More classroom management courses	38	5	--	--
8. No more short (4-6 weeks) courses	5	1	--	--
9. Integrate courses with super- vision and internship	--	--	4	4
10. Cut back on practical work	--	--	2	2
11. Eliminate undergraduate program	--	--	1	1
No response	311	44	47	44

to evaluate their own performance, how to develop view of organization and administration.

Careful review required, especially of such courses as the first-year Ed Practicum half-course.

Course work could possibly be reduced.

Perhaps more emphasis on the subject-matter courses of an individual's specialization, e.g., English, mathematics.

Competency in curriculum development needs to be enhanced.

As far as courses are concerned, I really wouldn't envisage any changes.

Practicum Changes Required for Compulsory Internship

The questionnaires also elicited responses about the need for changes in the present university practicum arrangements in the event of a compulsory internship for all beginning teachers. Table 9.13 displays these responses.

The dominant change anticipated by both groups was a shorter practicum, followed by concerns for no change and for no practicum at all. Again, almost half of the respondents failed to make suggestions regarding the practicum.

Comments on the practicum indicated that it would continue to be needed but that its nature would have to change. There could also be some reduction in the time devoted to the practicum if one-year internship became mandatory. Indeed, changes in the practicum were endorsed somewhat more than changes in the courses. The following comments are indicative:

The roles we ask students to play in the practicum may be different from the roles that are in place now. For instance, practice on parent-teacher interviews may be transferred to the internship.

We would certainly need less practicum.

May result in some form of reduction of effort on the practicum.

Link the practicum to internship roles.

More senior academic involvement in teaching within the school system.

Table 9.13

Frequency and Percentage Frequency Distributions of
Perceptions about Changes Needed in the Practicum
if Internship Were Compulsory

Change in Practicum	Senior Students (n = 713)		Faculty Members (n = 106)	
	f	%	f	%
1. Shorter practicum	156	22	35	33
2. No change	103	14	16	15
3. No practicum	62	9	5	5
4. Longer practicum	51	7	1	1
5. More feedback	30	4	3	3
No response	311	44	46	44

Closer articulation required.

No change in the practicum.

During the practicum, focus on "how to teach."

More of the practicum early.

Practicum is too random; needs more systematic development.

Need to emulate the medical model by using a theoretical approach for the systematic development of skills, socialization, confidence.

Perhaps we can shorten the practicum and rationalize it.

Financial Responsibility for Compulsory Internship

In the course of reflecting upon the alternative of compulsory, ongoing internship, interviewees were asked whether the Alberta Government should contribute financially to such a program. Almost all of the individuals interviewed wholeheartedly supported this proposal. Indeed, the tone of their responses indicated that, no matter how the position of interns is defined, the Alberta Government would need to contribute most of the financial resources in order for a program of this nature to proceed. Some respondents added that school districts should assume a minor role in funding compulsory internship. Others expressed concern about the possible effects of this strategy upon finances for other educational programs.

Other respondents dwelt upon the effects of funding on program operation. Financing by universities might allow university personnel to set priorities; school board funding would let those bodies influence the direction of the program; or Alberta Teachers' Association funding might result in their purposes taking precedence. In each case, however, the funds were seen as deriving ultimately from the Provincial treasury. But the problem would remain: intents of the programs might differ sharply, depending upon the source of immediate funding.

Interviewees were also asked an associated question, drawing upon their perceptions of the educational and political context: "Do you feel that the Alberta Government is likely to contribute financially to a compulsory, continuing internship program?"

About half of the interviewees believed that the Alberta Government is likely to contribute financially to such a program. They argued that there are indications that

ITP is successful and that the Government is committed to continuing its financial contribution. Others were more cautious, saying that, if the program is viewed to be a valuable component of teacher education, then the Government will contribute.

The other half of the interviewees disagreed. They cited various reasons for this view, such as the need for a more rigid formula for internship, the lack of school district and university lobbying about the current program, the uncertain economic conditions, and the disparate supply of and demand for teachers as important constraints upon the Provincial Government's likely decision about funding a continuing internship program.

Administering a Compulsory Internship Program

If a one-year internship were compulsory for all beginning teachers, the matter of which organization or organizations should have major responsibility for its administration also arises. Interviewees in this stage of the study were asked to consider possible administrative responsibilities for Alberta Education, the Alberta Teachers' Association, individual school systems, the universities, a consortium of some kind, and any other organizations.

This question brought a diversity of responses and considerable uncertainty. Preferences of those who were willing to make statements were distributed in this way: two interviewees favored Alberta Education; two preferred the Alberta Teachers' Association; five commended individual school systems for administrative responsibility; one preferred the universities for this role; two advocated a consortium involving these four organizations; and one favored a professional body, although not necessarily the ATA. At the same time, there were apparent differences in individual respondents' understandings of "administrative" responsibility.

Supervision of Interns

Further to studying aspects and effects of the current internship program and the possibility of compulsory internship, the investigators invited faculty members to express perceptions on three other important issues of internship design. The first of these dealt with the problem of most appropriate supervisors for interns. Respondents were provided with a range of options from which to choose; their preferences are exhibited in Table 9.14.

Clearly, the education faculty staff members in this section of the evaluation study indicated a strong preference for competent teachers to act as supervisors for interns.

Table 9.14

Frequency and Percentage Frequency Distributions of Faculty Members' Perceptions of the Most Appropriate Supervisors for Interns

Supervisor	Faculty Members (n = 106)	
	f	%
1. Competent teacher	63	59
2. Principal	10	9
3. Central office administrator	3	3
4. University professor	3	3
5. Other (in most instances, several of the above)	26	25
No response	1	1

Attributes of Effective Supervision

Faculty members also responded to an open-ended questionnaire item asking them to state the two most important characteristics of an effective supervisory program for interns. As Table 9.15 shows, the faculty members provided a substantial number of suggestions.

Most frequently mentioned was the need for careful selection and training of supervisors. This was followed by regular constructive feedback to interns, careful evaluation of interns and programs, making experts and resources readily available to interns, and providing a clear statement of the objectives of an internship and the role of an intern. Other suggestions were also made.

Alternative Models of Teacher Preparation

The final item on the questionnaire for faculty members asked about the appropriateness for teachers of two stated internship arrangements. These were presented as follows:

- (1) Full year or longer under the supervision of a member of the profession followed by certification of acceptable performance by the professional, as in engineering, architecture and agriculture.
- (2) The same as the above with the addition of a formal examination at the end of the internship as in medicine, law and accounting.

As shown in Table 9.16, the majority of faculty members preferred the former model over the latter; full-year internship without a concluding formal examination received greater support from those who responded to this question.

As noted earlier in this report, interviews with selected faculty members elicited generally favorable responses about compulsory, one-year internship following graduation. Also in support of these questionnaire findings, 14 faculty members who were interviewed disapproved of making the final examination a requirement; only two approved and six were undecided in this regard. Some of their attitudes are expressed in the following comments:

Exams can be supported; we need rigorous selection and screening to build up higher expectations.

Teaching is an art; it is too complex to be measured by a test.

Depends on the nature of the authority who will examine the interns.

Table 9.15

Frequency and Percentage Frequency Distributions of Faculty Members' Perceptions of the Characteristics of an Effective Supervisory Program for Interns

Characteristic	Faculty Members (n = 106)	
	f	%
1. Select and train supervisors carefully	42	40
2. Provide regular, constructive feedback to interns	26	25
3. Carefully evaluate interns and programs	16	15
4. Make experts and resources readily available to interns	15	14
5. Clearly state role and objectives for interns	11	10
6. Establish strong links among schools, school districts and universities	10	9
7. Develop collegiality and treat interns equally with beginning teachers	9	9
8. Allot time and funds to supervisory activities	9	9
9. Make attendance at PD activities compulsory	5	5
10. Provide uniform Provincial Guidelines to monitor progress of internships	5	5
11. Provide greater autonomy and responsibility to interns	2	2
12. Gradually increase autonomy and responsibility of interns	1	1
13. Provide opportunities to teach	1	1
14. Restructure university programs	1	1
15. Provide diverse experiences for interns	1	1
No response	19	18

Table 9.16

Frequency and Percentage Frequency Distributions of
Internship Models for Teachers Preferred by
Faculty Members

Model	Faculty Members (n = 106)	
	f	%
1. At least one year of internship followed by certification of satisfactory performance by an authorized professional	65	61
2. As for 1, but also with formal examination on completion of internship	24	23
No response	17	16

They are already screened and certificated.

The difficulty is what will be examined.

The examination is a problem in terms of validity, but it should be investigated.

Provincial level criteria with local level assessment is what is needed.

If an examination were made compulsory, I would assume it would measure a person's knowledge of the subject field, English language competency and basic pedagogical skills.

Interviewees were also asked about the more comprehensive matter of alternative teacher preparation models. Four options were presented to them for consideration: (1) B.Ed. or B.Ed. After Degree followed by a one-year internship; (2) B.Ed. or B.Ed. After Degree without internship; (3) B.Ed. or B.Ed. After Degree including a one-year internship; and (4) other alternatives proposed by interviewees. Model (1) was preferred by 15 of the interviewees; 6 preferred model (3). Two suggested a more complicated model in which the student would intern after three and one-half years of study.

Significant Student Subgroup Differences on Selected Variables

Owing to the diversity of opinion among students on many of these matters, the following aspects were selected for analysis by subgroups of students: familiarity with the ITP; agreement with each of the five ITP objectives; agreement with making the internship compulsory; and overall assessments of the value of the Alberta internship. Subgroups classifications used were university in which the student is enrolled, expected teaching level, expected program completion date, sex, age and teacher preparation program route. The following important differences of opinion were found:

Universities. University of Alberta Faculty of Education students rated the overall value of the internship higher than did the students in all three other faculties.

Expected completion date. Students who expected to complete their studies by September 1986 were more familiar with the internship program than were the other students. However, they ranked all five objectives lower than did the students who did not expect to finish their programs this year. They were also more opposed to making the internship compulsory and placed relatively less value overall on the internship program.

Teaching level. The students planning to teach at the secondary level were most familiar with the internship program. Those planning to teach at the elementary level placed a somewhat higher value on the internship.

Sex. No significant differences were observed between male and female students on the variables selected for subgroup comparison.

Age. Age bore no clear relationship with the degree of familiarity with the internship program. However, there was a tendency for older students to place less value on the five objectives of the internship than did the younger students. Those aged between 25 and 29 were most opposed to making the internship compulsory. The youngest respondents placed the highest value on the internship.

Routes in program. There were no differences, in this regard, on familiarity with the program and the desirability of compulsory internship. However, the B.Ed. degree students rated all five objectives of the internship program higher than did the B.Ed. After Degree students. They also rated the overall value of the internship program more highly.

Finally, interviews with selected faculty members and senior students also investigated certain additional matters. The following chapters report on these findings.

APPENDIX A
QUESTIONNAIRES

Student Questionnaire

INITIATION TO TEACHING (INTERNSHIP) RESEARCH PROJECT

For a minimum of two years beginning in September 1985, a full-year Internship for new teachers is being implemented in Alberta on a trial basis. Some 800 interns have already been placed in schools throughout the province.

We view the opinions of students of the Faculties of Education in Alberta to be essential input to the evaluation of the Alberta Internship. No names are required and confidentiality is assured.

Thank you in advance for completing this questionnaire.

1. To what degree are you familiar with the Alberta Initiation to Teaching (Internship) Project?

Not	Slightly	Moderately	Very	Fully
1	2	3	4	5

2. To what extent do you agree with each of the established objectives of the Alberta Internship?

<u>Objectives</u>	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
(a) Refinement of teaching skills	1	2	3	4	5
(b) Development of professional relationships	1	2	3	4	5
(c) Assessment of the Intern's suitability for placement	1	2	3	4	5
(d) Assessment of the effectiveness of the internship as a means to improve teaching competency	1	2	3	4	5
(e) Further development of the professional skills of supervising teachers	1	2	3	4	5

3. What do you see as the most positive features of the Alberta Internship?

4. What do you see as the most negative features of the Alberta Internship?

(over)

5. Should an internship of one year be compulsory for all prospective teachers upon completion of the university teacher preparation program?

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

6. What changes would you recommend in the existing Internship Program if it were made compulsory after completion of the university teacher preparation program?

7. On the ten-point scale below, rate the overall value of the Alberta Internship as a means of facilitating the transition from student to professional teacher?

Don't Know	No value				Moderately Valuable					Highly Valuable
0	1	2	3	4	5	6	7	8	9	10

8. What changes do you feel would be necessary in your University's teacher preparation program if the Internship were a requirement for all beginning teachers?

(a) in courses

(b) in the practicum

9. Please provide any additional comments that you feel are relevant to the present Internship.

10. Please provide the following information about yourself:

(a) Number of years of university education including this year: _____

(b) Do you expect to complete your teacher education program before September, 1986? Yes _____ No _____

(c) Level at which you expect to teach:
ECS/Elementary _____ Secondary _____ Post-Secondary _____

(d) Sex: male _____ female _____

(e) Age: 24 or younger _____ 25-29 _____ 30-39 _____ 40 or older _____

(f) Route: B.Ed. _____ B.Ed. After Degree _____

To: Full-Time Academic Staff
of the Alberta Faculties of Education
and Faculté Saint-Jean

From: The Evaluation Team: Alberta Initiation to
Teaching (Internship) Project

Gene Ratsoy	) University	Wally Unruh	) University
David Friesen	) of	Alice Boberg	) of
Ted Holdaway	) Alberta	Abe Johnson	) Calgary
France Levasseur-Ouimet	) Faculté	Myrna Greene	) University
Claudette Tardif	) Saint-Jean	Frank Sovka	) of
			Lethbridge

Questionnaire

INITIATION TO TEACHING (INTERNSHIP) RESEARCH PROJECT

For a minimum of two years beginning in September, 1985, a full-year internship for new teachers is being implemented in Alberta on a trial basis. Some 800 interns have already been placed in schools throughout the province.

The major stated purpose of the Initiation to Teaching Project (Internship) is to provide for the continued professional training of graduates of Faculties of Education in an environment that will facilitate the transition from student to professional teacher.

The continuance of this Project beyond its first two years depends to a great extent on the results of the evaluation and how positively the Internship is perceived by the major stakeholders in education. It is for this reason that we ask you to complete the short questionnaire attached.

We view the opinions of members of the Faculties of Education in the province to be an essential input to the evaluation of the Alberta Internship. No names are required and confidentiality is assured.

Thank you in advance for your cooperation.

Please return your completed questionnaire by March 8 to:

Abe Johnson
EDTS 11th Floor, Ed. Tower

Phone 6439

1. To what degree are you familiar with the Alberta Initiation to Teaching (Internship) Project?

Not	Slightly	Moderately	Very	Fully
1	2	3	4	5

2. To what extent do you agree with each of the established objectives of the Alberta Internship?

<u>Objectives</u>	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
(a) Refinement of teaching skills	1	2	3	4	5
(b) Development of professional relationships	1	2	3	4	5
(c) Assessment of the Intern's suitability for placement	1	2	3	4	5
(d) Assessment of the effectiveness of the internship as a means to improve teaching competency	1	2	3	4	5
(e) Further development of the professional skills of supervising teachers	1	2	3	4	5

3. What do you see as the most positive features of the Alberta Internship?

4. What do you see as the most negative features of the Alberta Internship?

5. (a) Should an internship be compulsory for all prospective teachers upon completion of the university teacher preparation program?

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

- (b) If you Agree or Strongly Agree, how long should the compulsory internship be? _____

6. What changes would you recommend in the existing Internship Program if it were made compulsory after completion of the university teacher preparation program?

7. On the ten-point scale below, rate the overall value of the Alberta Internship as a means of facilitating the transition from student to professional teacher?

Don't Know	No value				Moderately Valuable				Highly Valuable	
0	1	2	3	4	5	6	7	8	9	10

8. What changes do you feel would be necessary in your University's teacher preparation program if the Internship were a requirement for all beginning teachers?

(a) in courses

(b) in the practicum

9. What suggestions would you make for the immediate improvement of the internship program for 1986-87?

10. What changes, if any, have you already made in courses that you teach as a consequence of the Alberta Internship Program?

11. In your opinion who is the most appropriate supervisor of an intern? Circle one number.

- 1 competent teacher
- 2 school principal
- 3 school system central office administrator
- 4 university professor
- 5 other (please specify) _____

12. What would you consider to be the two most important characteristics of an effective supervisory program for interns?

1.

2.

13. There seem to be two major internship models:

- (a) Full year or longer under supervision by a member of the profession followed by certification of acceptable performance by the professional, as in engineering, architecture, and agriculture.
- (b) The same as the above with the addition of a formal examination at the end of the internship, as in medicine, law, and accounting.

What is your opinion about the appropriateness of either of these two models for teachers?

14. Please provide any additional comments that you feel are relevant to the present Internship.

APPENDIX B
DISTRIBUTION OF QUESTIONNAIRE RESPONDENTS

Distribution of Questionnaire Respondents

<u>Students</u> (n = 713)	n	%
1. <u>Universities</u>		
Alberta Faculty of Education	412	58
Calgary	217	30
Lethbridge	54	8
Alberta Faculté Saint-Jean	30	4
2. <u>Years of University Education</u>		
Two	13	2
Three	226	32
Four	291	41
Five	101	14
Six	60	8
Seven, eight or nine	15	2
No response	7	1
3. <u>Expected Completion Date</u>		
Before September 1986	331	46
After September 1986	368	52
No response	14	2
4. <u>Expected Teaching Level</u>		
ECS/Elementary	385	54
Secondary	304	43
Post-secondary	10	1
No response	14	2
5. <u>Sex</u>		
Male	167	23
Female	532	75
No response	14	2
6. <u>Age</u>		
24 or younger	468	66
25-29	129	18
30-39	92	13
40 or older	12	2
No response	12	2
7. <u>Program Route</u>		
B.Ed.	575	81
B.Ed. After Degree	123	17
No response	15	2

Faculty Members (n = 106)

f %

1. University

Alberta Faculty of Education	59	56
Calgary	28	26
Lethbridge	13	12
Alberta Faculté Saint-Jean	6	6

APPENDIX C
INTERVIEW SCHEDULE

INTERVIEW SCHEDULE

1. What do you feel was the main reason for the introduction of the Alberta internship?
2. From the perspective of your current position, what are the most positive features of the internship program?
3. From the perspective of your current position, what are the most negative features of the internship program?
4. What are your views on each of these stated purposes of the Alberta internship program?
 - (a) refinement of teaching skills;
 - (b) development of professional relationships;
 - (c) assessment of the intern's suitability for placement;
 - (d) further development of the professional skills of supervising teachers.
5. What changes would you see as being necessary in teacher preparation programs in Alberta if the internship were a requirement for all beginning teachers?
 - (a) in courses;
 - (b) in the practicum.
6. Do you consider that entry to the teaching profession in Alberta should be contingent upon either or both of the following?
 - (a) completion of a full year of internship.
 - (b) passing of an examination set by an appropriate authority.
7. What suggestions would you make for improvement of the internship program in 1986-87?
8. What additional changes would you recommend if the internship program were made permanent and compulsory for all beginning teachers?

9. Do you consider that the Alberta Government should contribute financially to a compulsory, continuing internship program?
10. Do you feel that the Alberta Government is likely to contribute financially to a compulsory, continuing internship program?
11. If a one-year internship were compulsory for all beginning teachers, which organization or organizations do you consider should have the major responsibility for the administration of the internship program?
- (a) Alberta Education
 - (b) Alberta Teachers' Association
 - (c) Individual school systems
 - (d) Universities
 - (e) A consortium: specify composition
 - (f) Other: please specify
12. Which model of overall teacher preparation do you prefer?
- (a) B.Ed. or B.Ed./A.D. followed by a one-year internship
 - (b) B.Ed. or B.Ed./A.D. not followed by a one-year internship
 - (c) B.Ed. or B.Ed./A.D. including a one-year internship
 - (d) Other: please specify.
13. What is your overall assessment of the value of the professional development aspects of the current Alberta internship program?
- | | | | | | | | | | | |
|------|---|---|---|---|---|---|---|-----------|----|-----------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 0 |
| Poor | | | | | | | | Excellent | | Unable to judge |
14. What is your overall assessment of the administrative and policy aspects of the current Alberta internship program?
- | | | | | | | | | | | |
|------|---|---|---|---|---|---|---|-----------|----|-----------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 0 |
| Poor | | | | | | | | Excellent | | Unable to judge |
15. Do you have any other comments?

CHAPTER 10

INTERIM RECOMMENDATIONS BASED ON THE 1985-86 PHASE OF THE INITIATION TO TEACHING PROJECT

TABLE OF CONTENTS

	Page
General Findings and Recommendations	433

INTERIM RECOMMENDATIONS BASED ON THE 1985-86 PHASE OF THE INITIATION TO TEACHING PROJECT

Based on a review of the various components of the 1985-1986 evaluation phase, 17 general findings were identified and are presented in this chapter. In keeping with the formative purpose of the first year's evaluation, a parallel set of recommendations for consideration by the Director and Steering Committee for the Initiation to Teaching Project was formulated and formally presented for their meeting of June 10, 1986. Many of the recommendations were incorporated into the revised Provincial Guidelines that pertained to the 1986-87 phase of the program.

These findings and recommendations were based on classroom observations, in-depth interviews and detailed questionnaires specifically designed for the study. The various components of the evaluation are explained in detail in the first nine chapters of this technical report; they consisted of the following: (a) in-school observations, interviews and daily logs involving 151 interns and 120 beginning teachers; (b) interviews with 15 representatives of Provincial education stakeholder organizations; (c) interviews with 39 administrators, faculty members and senior students in the three Alberta Faculties of Education and Faculté Saint-Jean of the University of Alberta; (d) 713 questionnaires completed by senior education students and 106 completed by education faculty members at three Alberta universities; (e) 337 questionnaires completed by interns, 239 completed by beginning teachers, 359 by supervising teachers, 370 by principals of schools employing interns, 255 by principals of schools employing beginning teachers, and 86 by superintendents of schools; (f) 7 interviews with administrative personnel in other professions; and (g) on-site interviews with 49 interns, 12 beginning teachers, 65 supervising teachers and 42 principals in 42 schools employing interns in the province. In all, 2,965 different individuals provided information for the first year's evaluation. In addition, an analysis of relevant documents and a review of scholarly writings and related research on the internship in education and other professions was completed.

The results of this large-scale evaluation are presented below in the form of a set of general findings and associated changes that were recommended for adoption in the 1986-87 phase of the two-year Initiation to Teaching Project.

General Findings and Recommendations

1. The majority of respondents were very positive about the Initiation to Teaching Project. Many interns were provided with quality experiences fulfilling the expectations associated with a professional induction program. In some schools, the interns were treated as an extra pair of hands to be shared among many staff members or to help ease the load for a given teacher. In these schools--admittedly a minority of Alberta schools--Provincial Guidelines concerning the placement, assignment, supervision and/or evaluation of interns were being violated.

Recommendation. That the provincial program should be more closely monitored in order to ensure that the internship project provides quality experiences for all interns.

2. Although many interns experienced a gradual transition and immersion to teaching, this was not always the case. Some were assigned onerous teaching responsibilities equivalent to a full teaching load at the beginning of the year or very early in the year. Some were assigned almost no teaching for an extended period of time.

Recommendation. The Provincial Guidelines should clearly indicate that the main purpose of the internship is to provide a gradual transition from the role of initiate to that of full professional.

3. The roles of intern and supervising teacher were found to be vaguely defined, resulting in a diversity of practices and sometimes a "political tug-of-war" between intern and supervising teacher. There were no brochures or other publications available for school- and system-based personnel to consult about these roles.

Recommendations. The Guidelines should be revised and made more specific in light of the first year's experience, and attractive brochures outlining the roles of intern and that of supervising teacher, in particular, should be prepared for use by principals, supervising teachers, interns and others.

4. Although some principals and supervising teachers were well prepared to assume their new roles relating to the interns in their schools, the majority were not. Many had had some experience in supervising student teachers but this was insufficient background for supervising interns.

Recommendation. Workshops for principals and supervising teachers should be provided before the school year begins and early in the school year, to equip them for their roles in the program; also, additional seminars during the year would be helpful in providing for an exchange of information and for refinement of supervisory skills.

5. Many interns were hired and placed well after the beginning of the 1985-86 school year. This was understandable, in view of the short lead time for the project. However, these interns missed the fall orientation programs provided in a number of schools and jurisdictions and they also missed the school opening activities.

Recommendation. The interns should be placed early--ideally, before the beginning of the school term--and each intern should participate in a school orientation program.

6. In some schools interns worked with many teachers--in our opinion, too many--and in other schools they were assigned to and worked with only one supervising teacher. Other teachers and resources were not always made available.

Recommendation. All principals should be informed of the need to ensure that every intern is exposed to more than one supervising teacher, although one supervising teacher might hold the prime responsibility for directing the internship.

7. Great differences in the nature and frequency of feedback provided to interns were evident. In some instances the feedback was provided by only one person and in other instances by many. The criteria for evaluating performance and the degree of formality/informality differed. There was no uniform set of "exit evaluation" standards.

Recommendation. Each intern should be frequently provided with feedback on work accomplished; this feedback should begin early in the year and continue throughout the year. The individual best situated to provide such frequent feedback is the supervising teacher. Feedback should be provided about skills of instruction, skills of classroom management, communication skills, knowledge of content, relationships with students, ability to motivate students, skills of evaluation (including self-evaluation) and growth in self-confidence. In addition, three or four formal visits should be made and a formal report provided by someone holding an administrative or supervisory role in the school or jurisdiction.

8. Participation by interns in planned in-service experiences differed greatly in terms of the number and nature of such activities. In some cases, the types of in-service activities depended on what was available. For example, in small jurisdictions these activities typically were conferences. The intern might attend the annual conference of an ATA specialist council. Some jurisdictions provided their interns with regular workshops on effective teaching strategies, but these jurisdictions were not in the majority.

Recommendation. The larger school jurisdictions should be encouraged to develop quality workshops on effective teaching for interns and their supervisors, and it may be necessary for Alberta Education to provide "workshops on call" for the smaller jurisdictions and private schools.

9. Some interns worked at many grade levels and in several subject fields whereas others were confined primarily to one or two subject fields and, on occasion, one classroom.

Recommendation. Each school should require participation by the intern in a variety of profession-related experiences including work at several grade levels and in a number of subject areas.

10. The degrees to which interns were allowed to take total charge of classes differed greatly. Some were teaching full-time with no other teacher available in the class for much--sometimes any--of the time; in other cases, the supervising teacher was always present and the intern was never completely in charge of the class.

Recommendation. The intern should be put in charge of a class for about one-third of the time at the beginning of the year, and the teaching responsibility should be gradually increased to the load of a full-time teacher for periods during the year but that even in the last half of the year the average teaching load remain about two-thirds of that of a full-time teacher.

11. The length of the internships differed from intern to intern. In some cases the internships lasted a full ten months, and in others only a few weeks. It was recognized that interns differed in their readiness to assume full-time teaching responsibilities at any given time during the year, and that the need for a teacher or teachers during the course of the school year differed in the various employing school jurisdictions. Nevertheless, the advantages of a full-year internship were generally recognized.

Recommendation. The length of the internship should be a full ten-month school year.

12. There were great differences in the degree to which interns were treated either as fully certificated members of staff or as student teachers. In some cases, the interns did not have a regular place to do their work or a place to store their books and other belongings.

Recommendation. The Provincial Guidelines for the Initiation to Teaching Project should make mention of the need for interns to have a place of their own, similar to that provided other teachers in the school.

13. There was some dissatisfaction expressed about (a) the pay differences between interns and beginning teachers, (b) the fact that the experience as an intern did not carry credit on the salary grid and (c) that time as an intern did not count as part of the two-year probationary period for permanent teaching certification in Alberta. Practices in other professions revealed that pay differences existed between interns and beginning professionals but that full certification usually followed a successful internship experience.

Recommendation. A pay differential between interns and beginning teachers should be maintained; the experience as an intern should not be credited as teaching experience for salary purposes; but successful performance as an intern should be credited toward the requirements associated with permanent certification.

14. Some jurisdictions desirous of having interns were unable to attract applicants. The question arose as to whether or not all jurisdictions, including private schools, should be permitted to hire interns. It was noted that in the field of medicine, not all hospitals are approved for medical internships. A second question concerned the possible need to provide special financial allowances for interns willing to assume assignments in employing jurisdictions where living costs are high.

Recommendation. The quality of the supervision and professional development activities available for interns should be the determining factors in deciding which jurisdictions are permitted to hire and place interns. Cost-of-living allowances should be made available and transportation expenses be covered for interns hired for employment in jurisdictions located in the more remote areas of the province.

15. There were great differences in the degrees to which interns were treated as full-fledged teachers. Parents often did not know that these individuals held teaching certificates equivalent to those of beginning teachers. Some parents were concerned about their own children being in the classroom of an intern.

Recommendation. Members of the profession and the public at large should be clearly apprised of the fact that all interns hold interim certification and are eligible to teach as beginning teachers.

16. There was considerable concern among interns and school staffs generally about whether all interns would have teaching positions in the following year. Not all schools and employing jurisdictions would have sufficient openings to accommodate all of their interns. It was generally felt that if successful interns did not obtain teaching positions, the Initiation to Teaching Project would be discredited to some degree.

Recommendation. The matter of placing interns in teaching positions following the internship should not be left totally to chance; and continued publicity should be given to the point that teaching positions could not be guaranteed.

17. Special cases were identified of interns with handicaps or with highly specialized training. In some instances these individuals were not placed in situations that would make it possible for them to benefit maximally or, indeed, to take full advantage of their special competencies.

Recommendation. Special cases, particularly interns with handicaps, should be given special attention in placement decisions.

